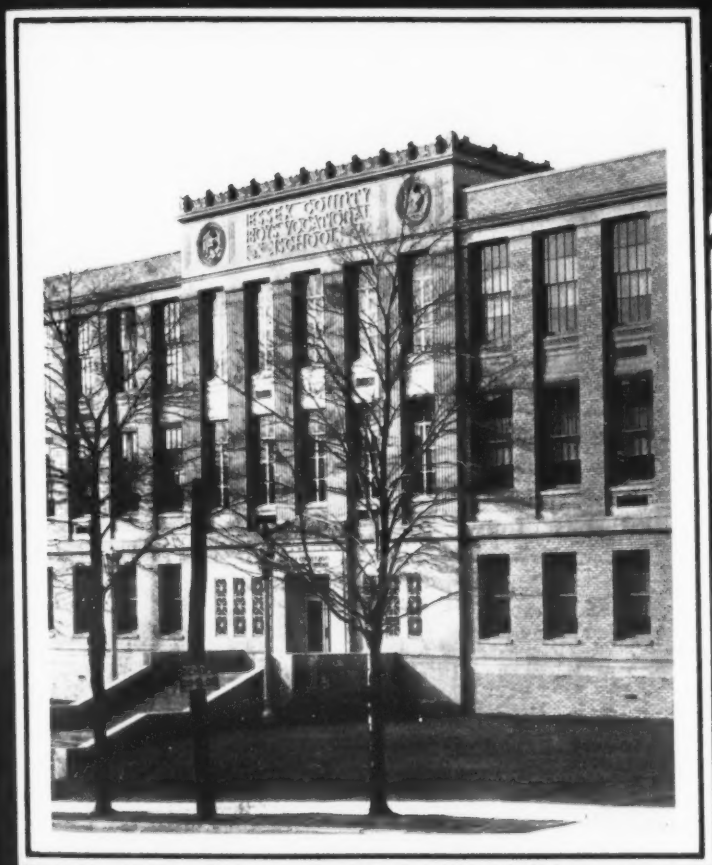


THE AMERICAN
School Board Journal
A PERIODICAL *of* SCHOOL ADMINISTRATION



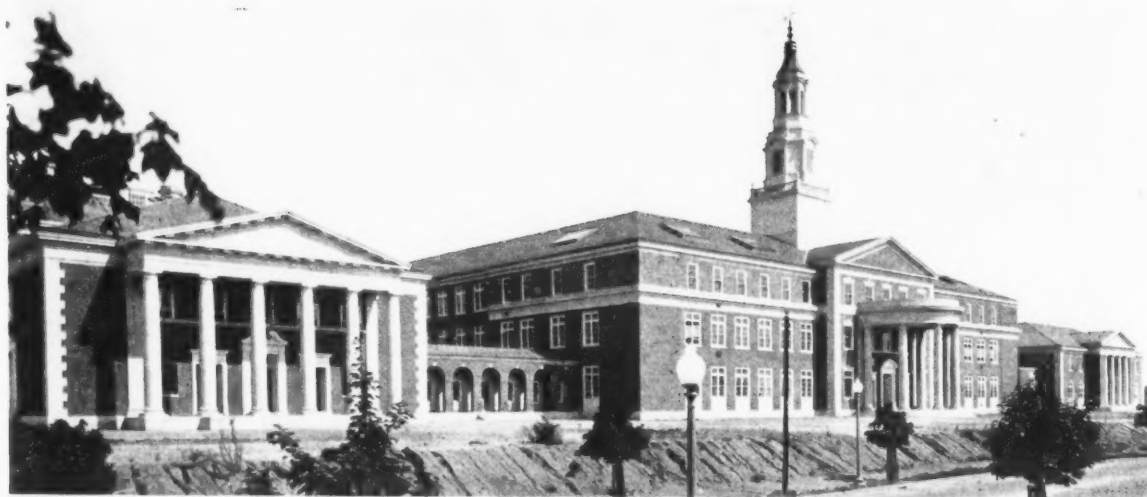
APRIL
1934

THE BRUCE PUBLISHING COMPANY
MILWAUKEE

NEW YORK

CHICAGO

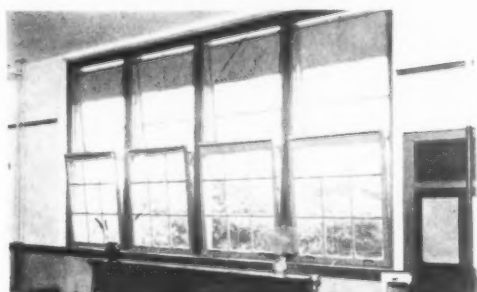
STANDARD SCHOOL EQUIPMENT



Theodore Roosevelt High School, Washington, D. C., A. L. Harris, architect. The school is equipped throughout with AUSTRAL WINDOWS and one very large and one small AUSTRAL FOLDING PARTITION, which the architect pronounced as "masterpieces".



The AUSTRAL FOLDING PARTITION as installed in the Theodore Roosevelt High School; eighty-five feet wide by twenty-four feet high.



A typical group of AUSTRAL WINDOWS as used in classrooms; ventilation at center without direct draft.

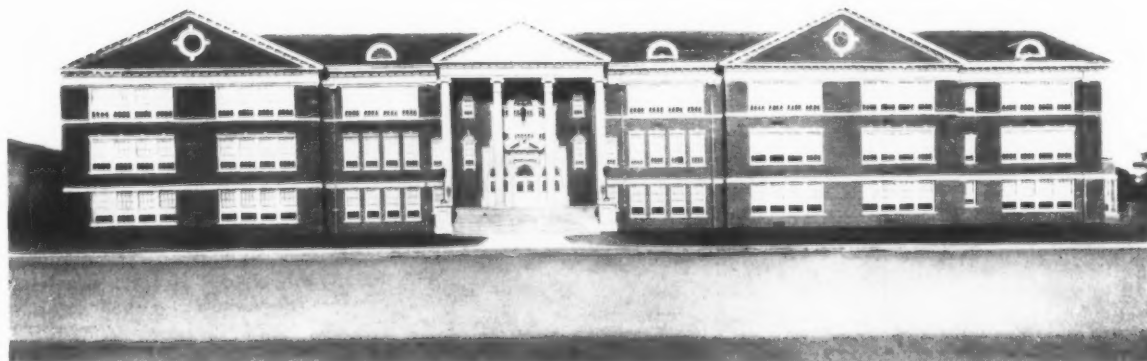
AUSTRAL WINDOWS, WARDROBES and FOLDING PARTITIONS have brought about close to ideal working conditions in these two schools, and have resulted in "architecturally correct" interiors for the classrooms.

AUSTRAL PRODUCTS do not lessen their high type of workmanship or expertness of manufacture in order to equal other equipment . . . *there is no substitute for QUALITY and SERVICE.*

Send for the New Austral Book of Schools, containing fine examples of over 400 modern school buildings.



AUSTRAL WARDROBE; note the wide unobstructed opening within easy reach; teacher's closet at left.



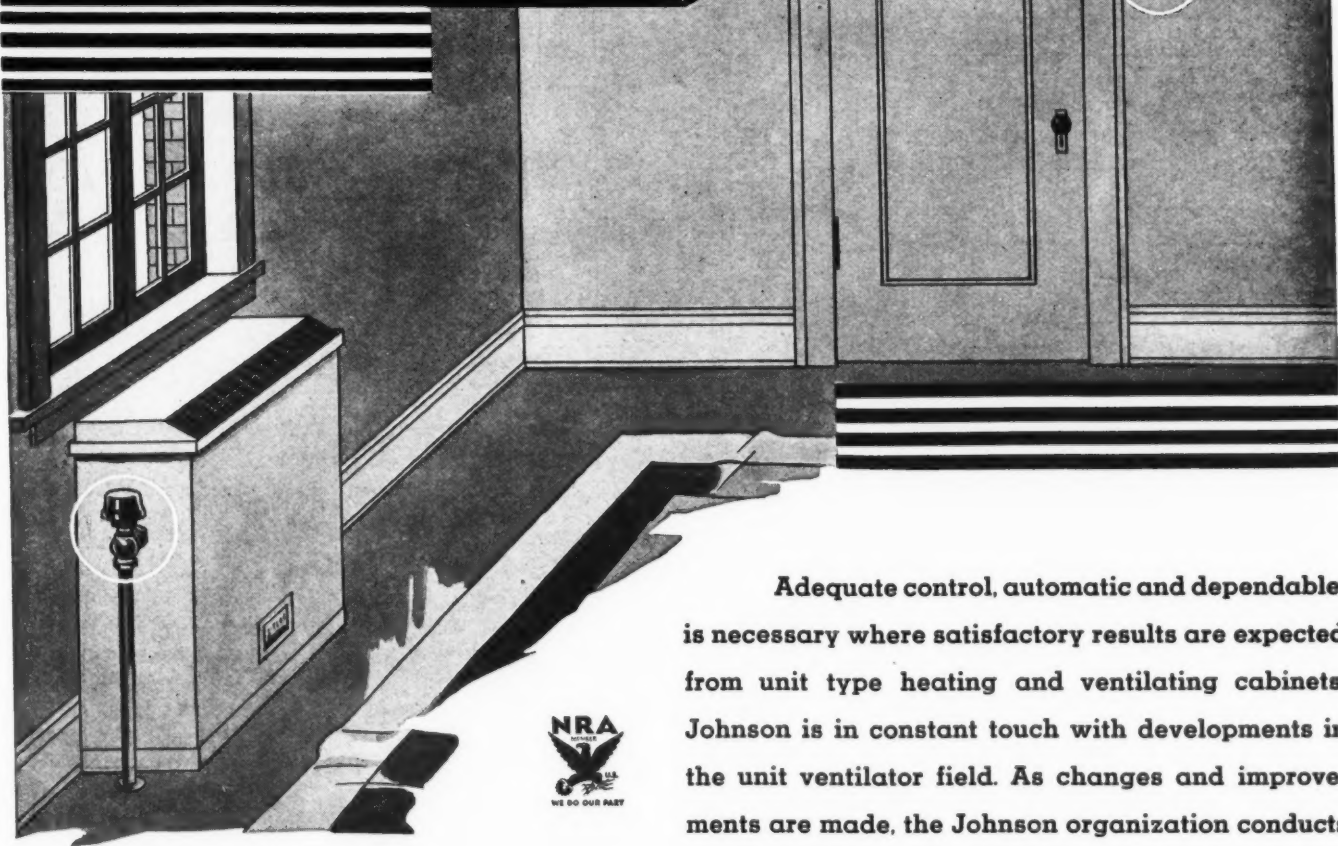
Southampton Grade School, Southampton, Long Island, William I. La Fon, architect. AUSTRAL WARDROBES were installed.

AUSTRAL SALES CORP.

101 PARK AVENUE

NEW YORK CITY

ADEQUATE CONTROL *for Unit Ventilators!*



Whether the control of the unit ventilator is accomplished by the operation of mixing dampers, one or more valves on the steam supply, fresh and return air dampers, or a combination of all of them, there are Johnson gradual acting thermostats, diaphragm valves, damper motors, and air-stream thermostats of proper characteristics to secure the desired sequence of operation.

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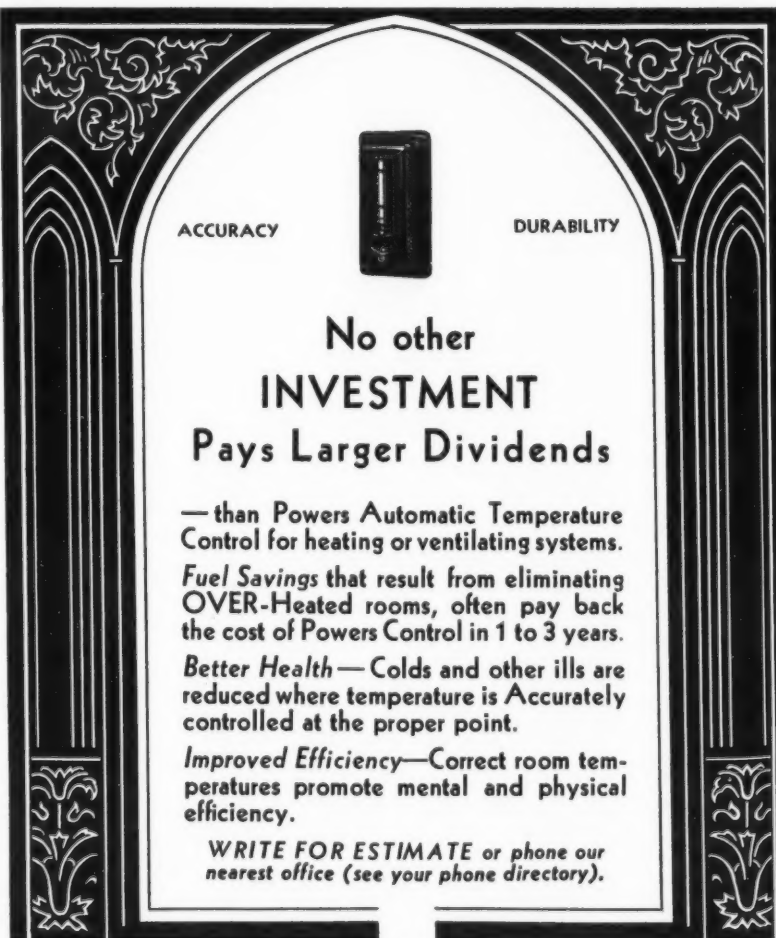


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HALSEY TAYLOR

DRINKING FOUNTAINS



OFFICES IN 43 CITIES

WE SHARE YOUR ENTHUSIASM

TO those who attended the N.E.A. Department of Superintendence meeting at Cleveland, we extend our congratulations and our thanks. Our congratulations for the splendid enthusiasm shown in meeting the pressing problems facing school authorities. Our thanks for the courtesy extended the members of our organization, and for the interest displayed in our products.

Our products have been on display at this meeting each year for a good many years, but never have we observed a more genuine interest in our products, nor a more definite realization of the importance of the proper air conditioning for schools. It is apparent that school authorities are ready to assume the leadership in the widespread building and remodeling program . . . a program made possible by the P.W.A. and the country's faith in its school system.

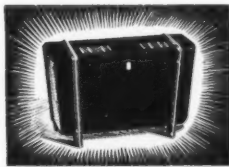
It was a pleasure for us to be of service to those who visited our exhibit, and we hope that those who attended left with a better understanding of one of their problems—air conditioning. To the many others with whom we were unable to talk personally, we offer our services through our representatives in all principal cities. You will find our representatives capable of discussing this important subject, and eager to be of service. They will assist you in finding the correct solution to your individual heating and ventilating problems, and explain the advantages of the Univent and the Her-Nel-Co Air-Conditioner.

Herman H. Nelson
PRESIDENT

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Clean hands help prevent the spreading of colds—and clean hands are impossible without clean, fresh, individual towels.

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A. P. W.



Without obligation, write A. P. W. Paper Co., Albany, N. Y., for samples and/or name of local distributor as near you as your telephone.



EVANS "Vanishing Door" WARDROBE

Class X

equipped with either "Jamb" type (as illustrated) or "Floor" type hinges. This is Class P wardrobe if made with flush doors.

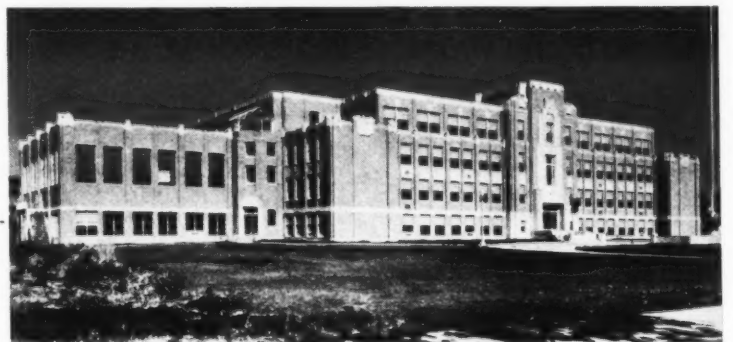
CLASSROOM WARDROBES High in Quality — Low in Cost

Made to set in a recess flush with the wall. Plaster back, ends and ceiling. No partitions, but with mullions between pairs of doors. Blackboards if required. Five-shelf bookcase instead of clothing equipment at no extra charge when desired.

The "Vanishing Door" hinges on which the doors are hung are made with double pivoted arms and swing the doors back into the wardrobe entirely out of the way. Simple—trouble-proof—and last as long as the building. Wardrobes are furnished complete in the knockdown, with all woodwork cut to size, and only need to be nailed in place. The hinges are easier to put on than common butt hinges. The entire cost of installation is small.

We make many other types of school wardrobes, fully illustrated and described in Catalog "N." Send for your copy.

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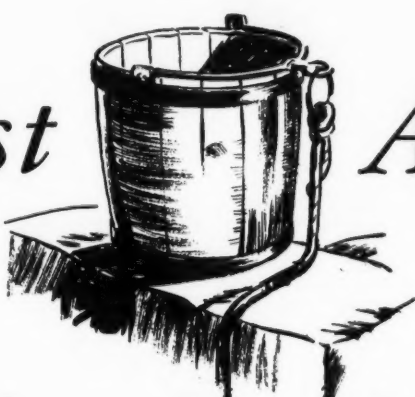
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C9042

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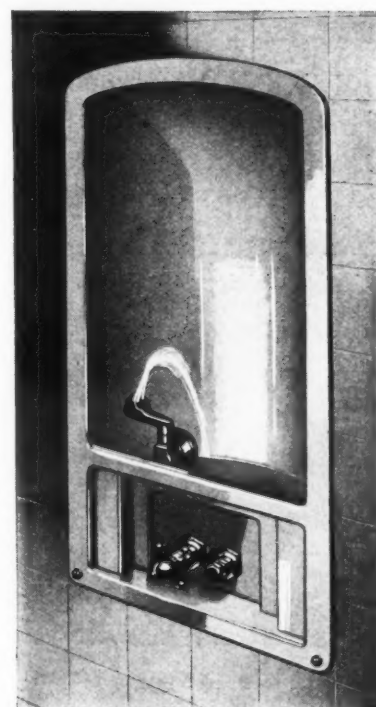
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C9268

*Corridor vitreous china
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The ideal fixture where space is limited, it fits flush with the wall. Fitted with the NEWERA three-stream bubbler and TRIUMPH self-closing valve.

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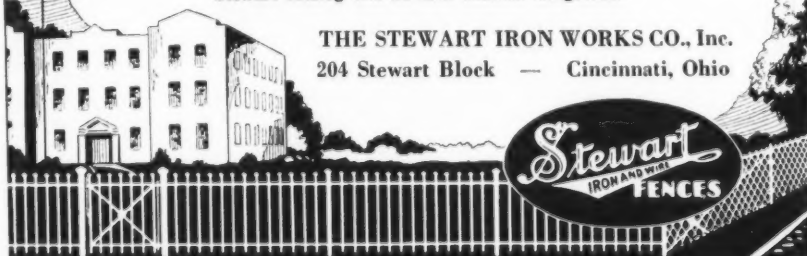
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of a thousand FENCES**
Human lives cannot be measured in terms of dollars. The
value of Fence protection to school children has long been
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Stewart catalog will be sent without obligation.THE STEWART IRON WORKS CO., Inc.
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THANK YOU, SIR!

This advertisement is published to express our gratitude - -

- - for the complimentary things you said about the new drop-forged Von Duprin devices at the Cleveland N. E. A. meeting - -

- - for the tremendously increased number of schoolmen who realize the vital need for Von Duprin devices on school doors, and who accept the responsibility for providing adequate means of egress for every pupil under every conceivable condition - -

- - for the growing appreciation, shown at that meeting, of the Von Duprin Compensating Astragal Device and the Von Duprin All Weather Threshold.

Again - - from the bottom of our hearts - - Thank you!

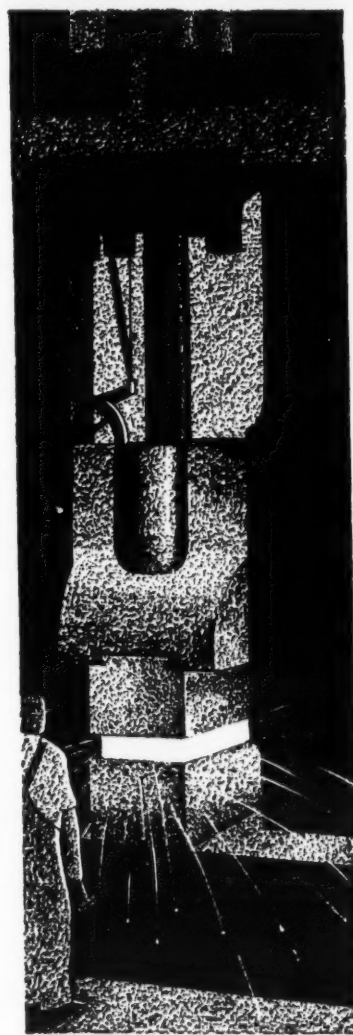
Architect's Specification Data sheets covering the new drop-forged devices, the Thresholds and the Compensating Astragal Devices are now ready and will gladly be sent at your request.

VONNEGUT HARDWARE CO.

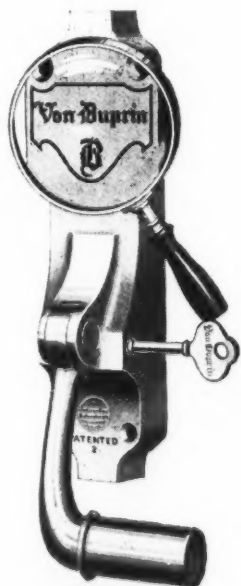
INDIANAPOLIS, IND.

Von Duprin

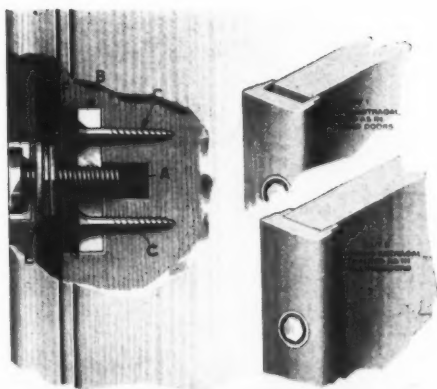
LISTED AS STANDARD BY UNDERWRITERS' LABORATORIES



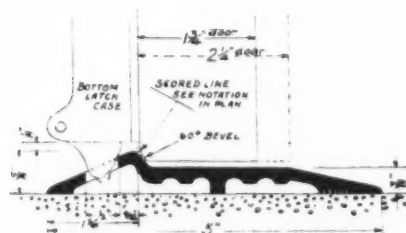
Six Hundred Fifty Ton Hydraulic Press for Forging Von Duprin Types "B" and "C" Devices



See Sweet's
Pages C430-C431



Von Duprin Patented Compensating Astragal



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Whether taxes are on Real Estate, Personal Property, Income, Sales, Gas, each man in his time will pay his proportionate share. Some of these types might be classed as painless — others otherwise.

We stop at the filling station for gas, pay our tax and pass on oblivious of the amount or purpose.

We receive our real estate tax bill and howl.

There should be a differentiation on taxes as on all bills.

How much is the school tax and where does it go?

It transfers a multitude of hapless children from homes of want, depression and gloom to a happy environment of the school building with its airy rooms and its light, heat and comfort.

It insures education for our less fortunate neighbors' children who would be otherwise deprived of an inherent right.

It insures education for our children at a price far below what it would cost to educate them at personal expense.

It works to the end that our community shall be a desirable one in which to live.

It automatically enhances the value of our property in a community. The depreciation would be great if there was no good school system.

It enhances our rental returns because people come to an educational center for educational advantages.

It makes better business for the merchants and business interests of the community.

It furnishes the great public forum for all children regardless of class, so essential in a democratic society.

It provides for individual differences of child interests and abilities and arranges for progress in conformity with individual ability.

There seems to be no agency where so much is given for so little as on our school tax investments.

There is a distinct satisfaction in seeing very tangible and worthwhile returns on the investment.



We can see an army of boys and girls, young men and women, all eager, hopeful, energetic and optimistic, daily improving themselves, and we enjoy the satisfaction of having a small part in that transformation of young life.

We would not deflect one penny from its purpose, but would add more to make that army more promising, more efficient.

It is a glorified tax—the school tax.

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CLEANED—DURING SCHOOL HOURS

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It is quiet, fast, efficient. Saves janitors' time—saves upkeep expense—saves the children's health because all dust as well as dirt is removed.

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GUARDS HEALTH and TEACHES CLEANLINESS



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WASTE
RECEPTACLES

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So many superintendents and principals are so well pleased with the results of Solars that we believe you will want them for your schools, too. These Receptacles will keep premises cleaner and neater than ever before.

Write for descriptive literature and prices.

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"We Save All'round on **DRI-BRITE** ORIGINAL NO-RUBBING LIQUID **FLOOR WAX**

IT'S
EASIER
TO
KEEP
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—says the Superintendent

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Coupon brings free trial of
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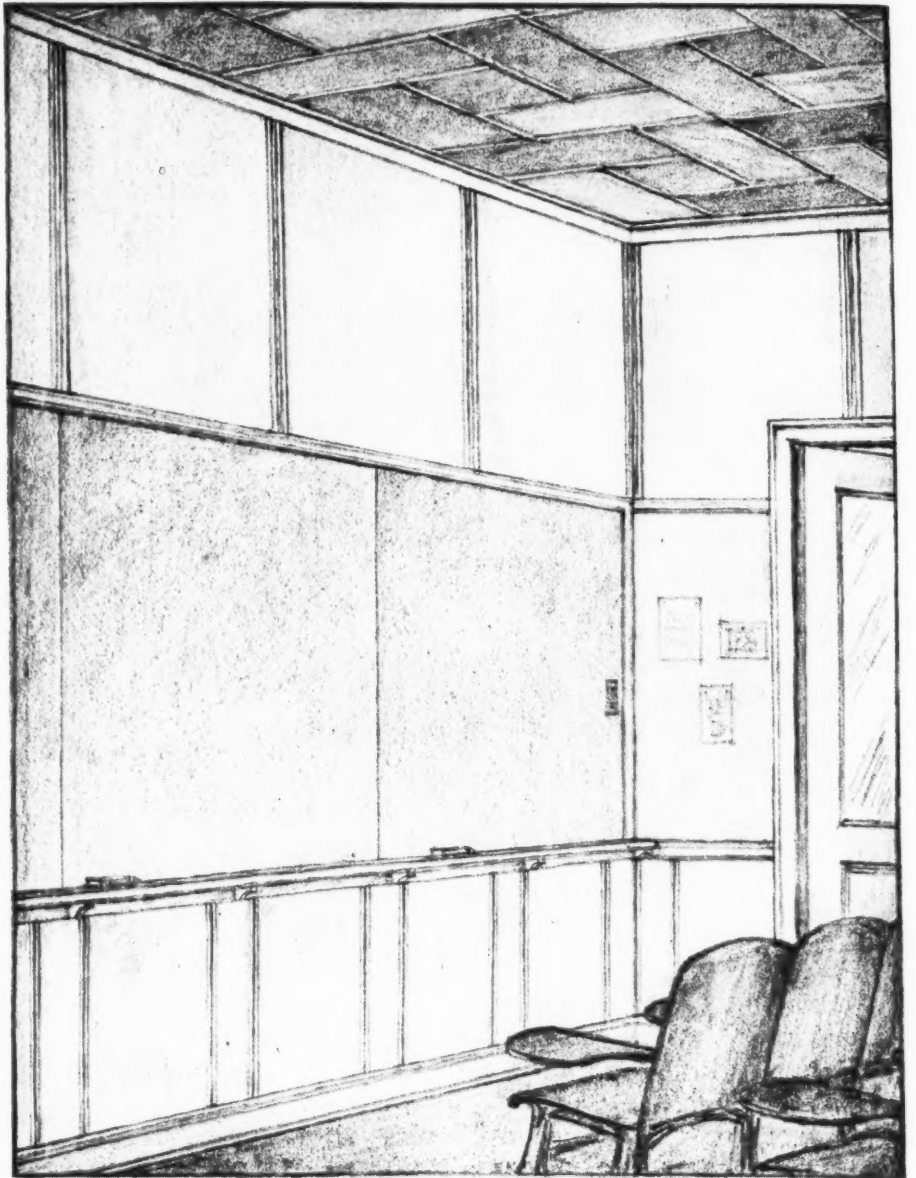
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Without obligation please send me trial can of Dri-Brite,
the original no rubbing, no polishing floor wax.



ASB 4-34

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Nu-Wood Bevel-Lap Tile
in variegated color laid in
square and rectangle pat-
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Panels with Nu-Wood
overlay Mouldings above
blackboard. Nu-Wood
Wainscoting. Notice the
interesting texture of
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Teacher Stopped Shouting When NU-WOOD Came In

A worn-out, nerve-frayed teacher. Pupils who fall behind in their work. That is what a noisy schoolroom can do.

Now—thanks to Nu-Wood—you can transform such a room into a quiet, restful work-place, *quickly and inexpensively*. For Nu-Wood hushes sound and corrects faulty acoustics, making elaborate treatment unnecessary.

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Use Nu-Wood to remodel school interiors, or in new school buildings and additions. In old buildings you can apply it a room at a time, without disturbing school activities. Nu-Wood costs surprisingly little. Your architect will be delighted with its possibilities and your lumber dealer can supply the material. Interesting illustrations of Nu-Wood school interiors will be sent free on request.

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VOL. 88
No. 4

THE AMERICAN School Board Journal

APRIL,
1934

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The School Skies Brightening

The tendency for the past year has been to become impressed with the gloom that settled over the economic horizon and to turn our back to the dawn of a new day. Our immediate concern was directed to budget curtailments, slashes, and retrenchments. These have been made.

Now that the atmosphere has been clarified and the school authorities see the picture both in retrospect as well as prospectively, there comes a new confidence, a new approach, a new assurance.

A review of the situation prompts the assurance that things are decidedly on the upward grade. Hundreds of letters from school superintendents tell us that things are brighter this year than they were last. While there are hundreds of school systems in dire need of funds, there are also many more that find themselves upon a sound financial basis.

Now that the adjustments have been made, many boards of education find that they will have ample funds to carry them for the school year and in a number of instances a comfortable surplus is predicted. Thus, it is safe to assume that while many schools systems are by no means upon a proper basis, it is equally safe to say that the greater number are operated on an efficient basis. Budget cutting has practically ceased. A more confident approach is manifested by boards of education. A more liberal attitude characterizes their action. The school sky is brightening.

THE EDITOR

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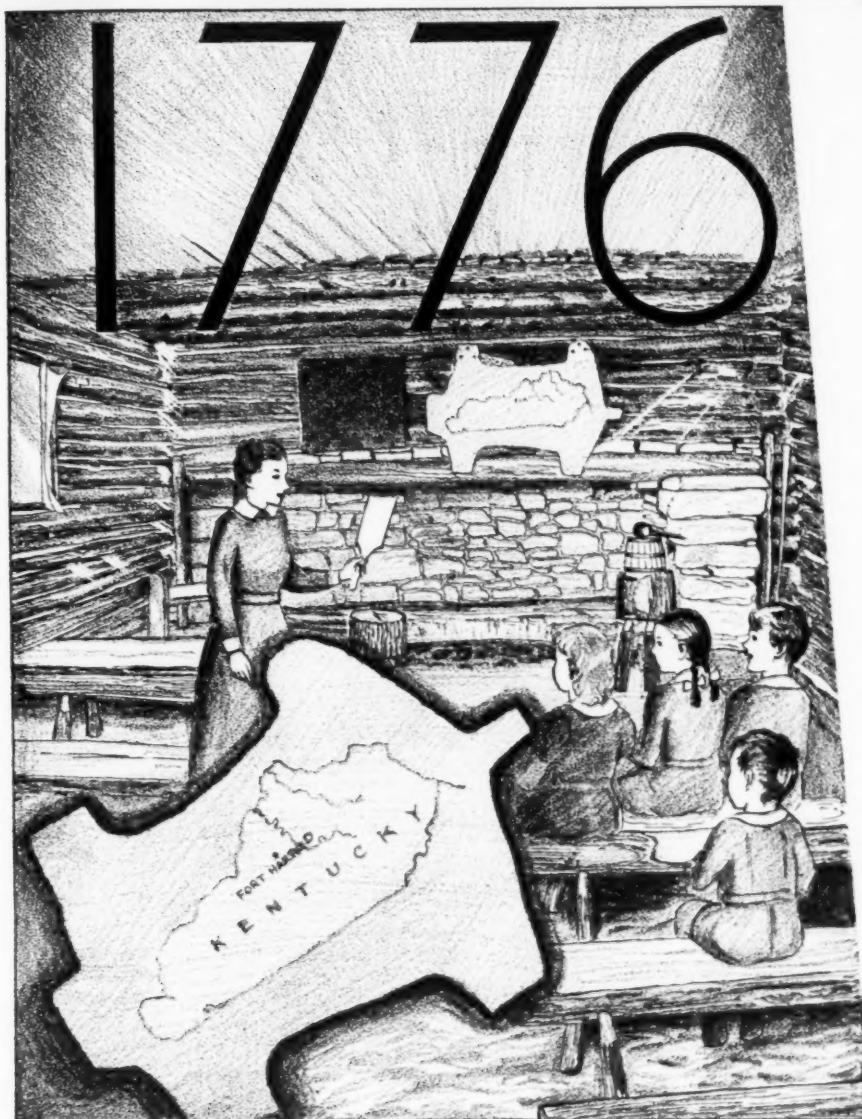
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AN EDUCATION CREED FOR AN AGE OF CRIME AND VIOLENCE!

The Job and Status of the Board of Education¹

E. J. Arnold, Superintendent of Schools, Nelsonville, Ohio

The work of the board of education could be discussed from several different angles. The matter in a way is a ticklish one because of the personalities involved. I have known of superintendents who went home after a board meeting, tore their hair, and used questionable language because a board member, or the board as a whole, had taken action in violation of good business relationship and against the best interest of the school. On the other hand, I have known of board members who went home to their wives and referred to the chief school executive as "that d— bull-headed superintendent." In this discussion we are thinking of good practice as related to the best welfare of the school and not to any personal prestige that might result because of a prerogative enjoyed by either board member or executive.

When all the evidence is in about the authority of the board of education as related to the professional rights and prerogatives of the superintendent, it must be said that the board is practically supreme. I say "practically supreme" because there are a few exceptions scattered through the status of the different states where the superintendent is given definite legal authority in his own right. The state, which is supreme as far as the legal responsibility for education goes, delegates certain authority to the local board, and the latter, in turn, authorizes its executive officer to carry out the activities necessary to the operation of the school. In other words, the people in the whole state elect a legislature which delegates authority to the people of the local district to conduct schools; the people in the local district, in turn, delegate authority to a board of education, and a board of education may or may not delegate authority to its executive officer.

The Ideal Situation

The efficiency of a school system is often determined by the way in which a board of education makes use of its authority through its relations to its superintendent. The problem may be restated in the form of a question—what is the ideal relationship that should exist between a board and its superintendent in order that the schools may be administered in the most effective way?

This question could be answered briefly and theoretically by saying that the board should legislate upon matters of general policy, after facts bearing on the case have been presented by its executive officer, and that under no circumstances should it execute, but rather grant the powers of execution to the superintendent. While this answer suggests the ideal situation, it must be admitted that the ideal is seldom, if ever, carried out in practice. It is more useful for both school-board members and superintendents to discuss the practical aspects of the case and limit ourselves to concrete attitudes and actions which are attainable.

As a basis for the right type of school-board organization, the general qualifications of the board member are important. Every schoolman has directly, or indirectly, come in contact with communities where the chief politician, the man who has an ax to grind, or the town gambler, succeeds in being elected to the board of education. While it is not within the province of the school superintendent to dictate the election of school-board members, yet he may often indirectly have an influence which will bring

about the defeat of undesirable members such as mentioned above. A school-board member should be both honest and intelligent. He should have an active interest in the public schools and a desire to improve their effectiveness. He should have sufficient vision so that he may offer real help in the formulation of the educational policies of a community. He should have sufficient common sense, however, to recognize that it is not his duty actually to put these policies into execution. The policy which the school-board member helps to determine should be turned over for execution to trained educational experts. It is not necessary that a prospective board member be highly educated. It is necessary that he be a representative of the better element in the community, that he be a reasonable success in his business or professional undertaking, and that he have the general respect and confidence of the citizenship. A superintendent is indeed fortunate when he has for his entire board membership individuals whose primary interest is the welfare of the schools.

Good Procedure Essential to Efficiency

In my judgment, the ideal size of a school board is five members. It gives opportunity to have various professions and interests represented on the board and, at the same time, it makes it possible for the board to consider and pass upon all policies, with the board acting as a committee of the whole.

The matter of tenure could be improved upon. In Ohio, a majority of the board members are often elected at one time. By the time these members are educated to their duties and to the best administrative procedure, they are dropped at the next election, and the whole process of education must be repeated. It would be much better for the efficient operation of the schools, if one board member could be elected each year, and the tenure extend over a five-year period. This would make for greater stability and would give time for the new member to be educated to the duties and responsibilities that should go along with the office.

Even though the basal set-up of the board is ideal in the way of personnel membership, size, and length of term, yet if the board as a whole does not adopt and follow good, sensible administrative procedure, the school system will suffer and its efficiency be far short of what it might be. The best example for a proper relationship or status which should exist between the board of education and its executive officer is to be found in the administrative set-up of business organizations.

The same parallel is very closely drawn when it comes to the relationship of the board to its executive officer. The wise board will recognize that the plans and details for the operation of a school system are technical matters that should be cared for by technically trained professional experts. The wise superintendent at the same time will respect the point that the prerogative of the board of education is to legislate, set up, and establish policies and should be careful that he does not overstep his rightful authority in these matters.

The question now arises, "What are some concrete principles that should be observed on the part of the board in order that the relationship between the board and its executive officer may be pleasant and at the same time make for the most effective operation of the schools?"

Personal Relations of Board Members

In our analysis, it is well to begin with the individual member as he comes in contact with citizens of the community and with board employees. The fair-minded board member will safeguard against the following things:

1. He will refrain from criticizing a school executive or school worker before the public.
2. He will refuse to consider or act upon a complaint against a school worker that has not first been brought to the superintendent.
3. He will insist that all matters relating to the executive duties of the school be taken up with the board's proper executive officer.
4. He will make no previous promise to an individual or an organization to vote a certain way upon a matter that is to come up for action.
5. He will refuse to interview a prospective teacher unless the teacher has first been to the superintendent.
6. He will not seek to use his position for special privilege or private gain.
7. He will not disclose confidential information relating to school matters that might cause contention or hard feeling.
8. He will not place the interest of one group above the interest of the entire school system.
9. He will not withhold facts that ought to be in possession of the executive officer.
10. He will not base action upon petty personal partial feeling.
11. The good board member will keep in touch with the best practices and the present-day philosophy of school administration by subscribing to a good school executive's periodical like the *SCHOOL BOARD JOURNAL*, or other magazine of similar type.

I want to take this opportunity to pay tribute to the several fine board members with whom I have worked. Perhaps they would not always rate one hundred per cent in all of the qualities mentioned above, but they have grasped fundamental principles and they have been sincerely interested in the best welfare of the schools.

Wise Board Policies

Even though the above points are kept in mind by the individual member, it is still possible to administer the school unwisely because of the attitude and policies of the board as a whole. The wise board will base its policies upon the following general principles:

1. The board has established a regular time and place for board meetings and transacts all business at these meetings. The custom of determining policies by having the superintendent interview each member and securing his O.K., is as unwise as is the custom sometimes practiced of meeting in the place of business of one of the members.
2. A large proportion of the board meeting time is used to decide questions of policy and very little of it in discussing details, or going through formal routine.
3. No standing committees are appointed, but the entire membership of the board acts upon all necessary matters.
4. The board has a set of fundamental rules and regulations for its own guidance and for the guidance of its executive officers.
5. The board conforms carefully to the school laws of the state and the regulations of the state's school authorities.
6. The board employs the best superintendent that it can get, and after a trial period retains him indefinitely.
7. The board delegates most administrative and all executive duties to its superintendent.
8. The board frequently seeks information and advice from its superintendent.
9. The board expects its superintendent to nominate all employees of the board, and the

(Concluded on Page 68)

¹Abstract of a paper read before the Southwest Ohio Education Association, November, 1933.

What Constitutes a Good High-School Principal?

William R. Smithey, Professor Secondary Education, University of Virginia

The American high school has become the most important social institution in American life. It is a highly complex school, ministering to the needs of a large and heterogeneous group of boys and girls. The essential features of a good high school are a competent teaching staff, a proper curriculum, a functional administrative and supervisory program, worth-while instructional materials, an effective guidance program, an adequate system of school records, cooperative community relationships, and an ample school plant. These elements of a good high school are significant only when they minister to the instructional program of the school. The high school exists for instruction, and its entire program should help its pupils learn the things that they should learn in the manner and fashion they should learn them, with a minimum of waste.

The success of a high school is in large measure dependent upon its principal. He is the one charged with the administration of the school and he is the one responsible for its spirit and its program. What are the essential qualifications of a high-school principal? May I list them in such order as to indicate their importance?

Personality and Education

1. The first essential of a good high-school principal is that he possess an outstanding personality. If he is to administer his school in such fashion that it may become an educational institution, he should be a person of dynamic leadership, possessing those qualities of ability, disposition, character, and worth that stamp him an unusual personality. Since he has to deal not only with pupils and teachers, but also with patrons and citizens of the community, as well as with the superintendent and members of the school board, he should be able to work with and for people in a way that will gain their respect and merit their cooperation. Unless he is an outstanding personality he will find it difficult to gain for his school the support it deserves and to win for it the recognition it merits.

2. The second requisite of a good high-school principal is that he be an educated person. If he is to make his high school an educational plant, he should be a person of culture and refinement, one who represents in his own life the things for which education stands. He should be rated as an educated man by educated folk and should move freely and unembarrassed among all the groups of the community. His general training should stamp him as a man of fine taste, high ideals, and intellectual interests, and his life both in and out of the school should testify to the fact that he is in touch with the springs of culture, refinement, and growth. His private life should be the life of a normal educated person. He should be interested in those social, intellectual, and recreational activities common to the life of fine people. Unless he be a man of scholarly pursuits and interests, it will be hard for him to gain and hold the respect of that portion of the community upon whose cooperation the success of any educational institution must depend. If he be an educated person, he may hope to secure the cooperation and counsel of the leading people of the community.

3. The third element of a good high-school principal is that he be a student of education. The principalship of a high school is a technical job, and the successful high-school principal is a professionally trained man. He knows the history, philosophy, aims and functions, and practices of secondary education, and the rela-

"As is the principal so is the teacher and so is the school." School-board members will find in the present paper a seven-point discussion on the basis of which they may judge the principal of the most important school in the local system, the high school.—Editor.

tionship of this type of education to other educational types. He has knowledge of the essential features of a good high school and possesses the training and skill essential to the successful operation of these features in the school over which he presides. Under his leadership the high school should discharge its functions in an ever-increasing degree of effectiveness. He knows what is going on in the field of education and he is in a position to readjust his program in the light of new knowledge and new procedures. There can be no substitute for professional knowledge and technical skill, and the principal lacking these things will find it difficult, if not impossible, to administer his school so that it may become and remain an educational institution adjusted and adapted to the demands of modern life. The effective principal is a student of education.

An Efficient Administrator

4. The fourth requirement of a good high-school principal is that he be an efficient school organizer and a sympathetic school administrator. To organize his school in an efficient manner and to administer it with sympathy, tact, understanding, and a due regard for the rights of pupils, teachers, and parents, necessitate special ability, traits, and powers which a good high-school principal should have. The first duty of a high-school principal is to organize his school in such manner as to provide the machinery necessary for its operation. His teaching staff should be organized so that each member may be assigned to those tasks for which he is best suited. The school schedule, the school calendar, the homeroom organization, the testing program, the curricular and extracurricular program, the programs for guidance and other essential programs should all be integrated into an educational program. Schools are not built to be organized and administered. They are organized and administered in order that the stage may be set for effective instruction to the end that worth-while pupil learnings may take place. Every phase of the organization and every practice of the administration should contribute to the instructional program of the school.

The principal must possess a high degree of understanding and sympathy if he is to keep the administration of the school an open channel for effective teaching. He should delegate many administrative duties to his teachers and other persons connected with the school, so that he may have time for constructive supervision of instruction, for making the curriculum a better teaching instrument, and for the furtherance of plans for better school and community relationships. The necessary authority should go along with the delegation of duties, and the wise principal will tell his associates what to do rather than how to do. The efficient principal, although he realizes that the organization and administration of his school are means to ends, endeavors to make them worth while in themselves for the training of boys and girls in self-control, tolerance, cooperation, loyalty, and other essential social attributes.

A Good Teacher

5. The fifth index of a good high-school principal is that he be a good teacher. Children are

sent to school to learn; teachers are employed to cause pupils to learn; the essential business of the school is instruction, and the highest duty of the principal is to cause teachers to teach at their maximum capacity and to make the school curriculum a better teaching instrument. If he is to train his teachers in service to the end that they may teach better, if he is to inaugurate plans for the improvement of the curriculum and for the encouragement of professional study, he himself should be a teacher. He should not only organize and administer his school so that teachers may teach well and so that they may have the opportunity to acquire greater teaching power, but he must also provide a program for training them in service to the end that they may contribute to the making of a better curriculum, a more effective guidance program, and more wholesome community relationships. If he is to discharge these duties, he himself should be a teacher of at least one class. There is a general supervision concerned with the application of the laws of learning and the principles of teaching, and there is a special supervision concerned with the selection, organization, and presentation of subject matter in given departmental fields. The efficient principal assumes responsibility for general supervision in all subject-matter fields; he should assume some responsibility for special supervision in the departmental field in which he teaches. Special supervision should be the responsibility of the heads of the various school departments who work under the principal and assist him in his supervisory program. When his class is used for observation purposes, the principal has a ready instrument to demonstrate to his teachers new methods of teaching, new procedures for the selection and organization of subject-matter materials, and new ways for individualizing instruction. It would be hard for a principal to keep abreast of classroom problems and to convince teachers of the validity of the new methods of instruction unless he had a class of his own in which he could demonstrate to them the worth and value of such methods. If his supervisory activities are limited to classroom visitations, individual and group conferences, and the encouragement of professional study, he will become a professional floorwalker and the longer he supervises the less potent will be his efforts in stimulating teachers to diagnose their teaching difficulties, to improve their teaching methods, to select subject-matter material in terms of definite aims so that teaching goals and learning products may come closer together, and to assume responsibility for the direction of the learning activities of their pupils.

A Practical Schoolman

6. The sixth factor of a good high-school principal is that he be a practical schoolman. It is one thing to know what to do; it is another thing to know how to do it. The good principal knows educational theory and practices; his training and experience have taught him what constitutes a good high school; and before he begins a program for his school he visions it as he thinks it should be. This "visioned school" helps him to plan for the future and aids him in molding public sentiment for increased school facilities. But the good high-school principal is a practical schoolman. He knows he has to begin with what he has, knows he has to make maximum use of present facilities and knows that he has to demonstrate to his public that his school program, efficient as it is, is handicapped because of limited facilities and merits increased support. There is no better

way for a principal to secure increased facilities for his school than to make maximum use of his present resources. Although he plans his program in terms of his present resources, he plans it along correct educational lines, so that it may be enlarged, but not junked, with the coming of increased strength; so that it may be curtailed, but not shorn of its power, with the coming of decreased support. His program is so planned that it may be understood by all parties concerned. In this way he hopes to minimize friction and misunderstanding. He establishes the metes and bounds of the authority of each person connected with the school in any administrative or teaching capacity. He is willing to stay with his school until he has improved it and is unwilling to regard it merely as a stepping-stone to a higher or better position. He endeavors in every way possible to increase his efficiency by further study, by attending professional meetings and by participating in local and state educational programs.

Distributes Time Properly

Above all the good principal knows how to organize his school day and to distribute his time so that his major duties may receive proper attention. He knows and uses the special abilities and aptitudes of his teachers; he knows how to delegate to them the routine matters of administration and how to hold them responsible for the discharge of such duties. He arranges his daily and weekly schedule in such fashion that he may be alone with his school during school hours to do such things as are essential to the successful operation of his school as an educational plant. He arranges for office hours in the afternoons and on Saturdays so that he can provide time and place for conferences with pupils, teachers, parents, and citizens of the community, as well as with school-supply people and other folk who have a right to an audience with him. He knows that such conferences are essential to the proper operation of his school, but he is unwilling to have them interrupt his school day and prevent him from carrying out his school program. He realizes that he should do what other professional people do: provide definite office hours. He knows also that if he is to become and remain an efficient principal, he must have a private life and he arranges his schedule so that his evenings are his own, to be used for social, recreational, and private purposes.

The following distribution of the principal's time is suggested:

From 8:45 to 3:30 — (Mon., Tues., Wed., Thurs., Fri.)	Only with his school.
From 3:30 to 5:00 — (Mon. and Wed.)	Conferences with teachers.
From 3:30 to 5:00 — (Tues. and Thurs.)	Conferences with parents and representatives from community.
From 3:30 to 5:00 — (Friday)	Free to use as he pleases.
From 9:30 to 1:00 — (1st, 3rd, and 4th Saturdays)	Professional faculty meetings, conferences with representatives of book companies, etc.

It will be noted that this schedule calls for conferences with his teachers on certain Saturdays. There seems to be no good reason why the principal and his teachers should not devote at least three Saturdays a month to professional study and the inauguration of plans and procedures for the evaluation of their work and the improvement of the school program.

If the principal will delegate routine matters to his associates and if he will plan his school day and his school week somewhat in accordance with the suggestions given above, he will not find it difficult to administer his school in a manner that will permit him to accept wholeheartedly the duties, obligations, and privileges of his office. Such a plan enables him to devote the school day to his school, to do his teaching

uninterrupted, to carry out his plans of classroom supervision and to discharge such other professional duties that arise in connection with his daily work uninterrupted by the irate parent, ubiquitous school-supply agent, fanatical reformer, or good-natured Babbitt. He will be interrupted only in cases of emergency, and those folk who wish to see him will have to wait until his office hours. There is no reason why the office hours of the principal cannot be known to the community and there is no reason why the community will not respect and observe them. There is every reason to believe that the community would regard the principal with greater appreciation if he should arrange his schedule along the lines suggested.

Citizen of the Community

7. The seventh qualification of a good high-school principal is that he be a citizen of the community that supports his school. The efficient principal exercises the privileges and duties of citizenship. He does not ally himself with political factions. He refrains from active participation in partisan conflicts. He assumes, however, the obligation of community leadership and endeavors to become the school's accredited agent in the community. He speaks

for his school — its program and its needs — whenever an occasion warrants. He moves freely and wholesomely in the community, consciously observing its ideals, traditions, and taboos, but ever ready to join forces with those who are planning for better community relationships or who are working for better social conditions. The good principal allies himself with all of the constructive forces of the community. As his influence increases and as his life becomes geared to the community, he becomes more and more useful as a citizen, and greater demands will be made upon his time and his energy to undertake and carry forward worth-while and laudable community enterprises. The good principal will ever be on his guard lest community activities engage such a share of his time and energy as to impair his usefulness and spontaneity as a schoolman. With the best intentions in the world the community will exploit the principal, place upon his shoulders a load of community work, the doing of which will require the major part of his time, and then dismiss him from his position because of failure to operate his school. The good principal, although he be a citizen of the community, remains a schoolman.

A New Deal in Commencement Programs

James Allen Schultz

Note: The city of Knoxville, nestled among the majestic mountains of East Tennessee, has a population of 149,788; Knoxville High School, of which W. E. Evans has been principal for nineteen years, is the largest secondary school in the state, having an enrollment of 2,200 students. Dr. Harry Clark is superintendent.

Realizing that the average person prefers an informal discussion of some current topic to a conventional oration on some age-old subject, the midyear graduating class of Knoxville High School, in keeping with the general spirit of the times, gave its audience a "New Deal" in commencement exercises.

"A Changing Civilization in the Tennessee Valley" was chosen as the general subject for the program — a particularly appropriate one since the city of Knoxville, in which Knoxville High School is situated, is centrally located in the vast area which President Roosevelt has chosen as the scene for his Great Social Experiment, the Tennessee Valley Authority.

The four speakers, representing T.V.A. officials, were seated at a table on the stage, as if in a committee meeting. Surrounding them were typewriters, filing cabinets, and other representative office equipment. In the background was a large

painting, nine yards long and ninety inches wide, which pictured the proposed Norris Dam and surrounding territory. This frieze was made by students in the K.H.S. art department.

To further lend a natural atmosphere to the scene, the front of the stage was artistically decorated with cedar boughs and plants while in one of the front corners of the auditorium was a miniature log cabin, typical of the mountaineer homes of the Tennessee Valley region, and in the other, a model house, representative of the kind of habitations which the T.V.A. will build for its employees.

The first of the four class speakers, representing Dr. A. E. Morgan, chairman of the Tennessee Valley Authority, traced, under the subtitle, "Dream of the Tennessee Valley Comes True," the history of the T.V.A., describing the proposed Norris Dam, the controversy over private-public utilities, and Knoxville's place as the laboratory for power distribution and electrical appliances.

"Dr. H. A. Morgan," the next student speaker, continued the discussion, using "Tennessee Valley Farmer Faces New Era" as the central theme for comments on flood control, prevention of soil

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SIXTEEN OF THE PARTICIPANTS IN THE GRADUATING EXERCISES OF THE KNOXVILLE HIGH SCHOOL, FEBRUARY, 1934

The back drop of the stage is an authentic painting of the Tennessee Valley Power development and was made by members of the graduating class.

Sincerity in the Present Situation¹

Henry C. Morrison, Professor of Education, University of Chicago

The title which I selected when I was invited to speak to you may seem strange. The choice was suggested by a letter from a friend who wrote therein how he dreaded Education Week and the ballyhoo with which the cause which lies at the base of our whole social fabric would in many places probably be advocated. Bankers are denounced if they will not lend to school districts their depositor's money on bad security or no security at all. Teachers must be paid, not because they have been given the word of a city, but because they are teachers. The little children who so yearn for education are flaunted in the face of the brutal taxpayer by the very people who would cheerfully lay staggering debts on the backs of those same children.

A state which holds the maintenance of schools to be second in importance to the support of the fundamental services of government is held to be semicivilized, despite the rather obvious inference that the school system of any such state must have a great deal to explain. In short, schools are mistaken for education and teachers for the enlightenment which they are supposed to communicate. In instances, educators lend themselves to the defense of the indefensible. In others, important journals lend themselves to obvious partisan propaganda. Now, I do not credit the sincerity of such advocates; I doubt that in their sober senses they believe what they say. Be that as it may, it is well in the interests of perspective to get another slant on the picture.

The propositions which I have to lay before you would be futile, indeed, were it not for the reasonable presumption that there would be no Council of Education unless the members were the kind of people who are capable of facing their problems objectively, uncontrolled by self-interest, prejudice, wishful thinking, mystical sentimentality, and for the further presumption that they are or can be leaders in the formulation of public opinion.

That the school and university system of this country is in a chaotic state, educationally as well as financially, scarcely requires demonstration. The situation is not likely to be saved by spell-binding, organization of vested scholastic interest, or by sentimental appeals to things in general. The Federal Government may or may not find the money to open schools which are closed and keep those running which are still open; but it cannot keep on doing so for the very reason that prevented the states from keeping the schools going in the first place. In the long run, the people must choose between schools and something else, no matter where the money comes from. Fiscal insolvency in thousands of local school districts is effect and not cause; behind it lies a half century of educational sophistry and futility, surrender to political expediency and personal preferment, *laissez-faire, apres nous le deluge* — or, as we say in Chicago, "It will all come out in the wash."

Natural Rights of the Child

The situation calls for dispassionately and deliberately facing the facts, most of which are obvious enough; for a form of intellectual radicalism which is out of favor; namely, getting down to the roots of things.

The childhood and youth of the nation has no *natural or inherent right* to education at public expense, unless it be conceded that they have a prior and much more compelling right to be fed, clothed, sheltered and receive medical

care at public expense. Even in these days, we do not concede the latter, save in the case of the children of the necessitous man. That children have natural rights to be well-born; adequately fed, clothed and sheltered; and well brought up, is undoubted. But these are rights against the family which brought the children into the world. Civilized states attempt, with varying degrees of success, to enforce such rights and compel parents to do their duty, but they do not assume the burden and lay the latter indiscriminately on the tax rolls. Our schools in principle rest on a much firmer basis than that; namely, on the obligation, inherent in the nature of society and resting upon the State, to transmit the essentials of civilization for the safety of all. Such has been the reasoning of our courts for a hundred years, and the reasoning is hard to controvert.

Follow the natural-rights doctrine and the logical outcome, in the present state of educational theory, is what the practical outcome has been. The public pays, until it is exhausted, for whatever the children and their parents conceive to be education and whatever teachers desire to teach.

Follow the opposite doctrine and the way is open for the public which pays the bills, and which, after all does cherish some ideals, to decide what it is willing to call education, insist upon, and pay for. Our task as school people is not to demand that the public pay for whatever we think is right, but rather to be sure of the right ourselves and then convince the public that what we believe to be right is, in truth, right.

Who Shall Determine Public Policy?

Public instruction for all and higher education for those qualified to receive it is a very precious thing, but it does not follow that when those who bear the authority of the people modify or even discontinue a particular school or college they are thereby chargeable with making an attack on education. Nor does it follow that schools or teachers are of right immune to criticism. Teachers do not become "pillars of society" merely by getting jobs in the schoolroom; in a somewhat peculiar sense they do become "pillars" by becoming competent and effective — and these are ordinarily the last to claim the distinction.

Nor do "educational experts," as the newspapers have it, wear any judicial ermine which qualifies them to settle public policy. We should think it strange if the engineering faculty claimed the right to decide whether or not a county should build a particular bridge or highway; but we should denounce as folly, and probably graft, an attempt of a board of county commissioners to lay out grades, draw plans, and specify the kind and quality of steel. The function of the expert in the first case is to inform and advise; in the second, to execute.

We have fallen into the bad habit of putting the expert where he does not belong and keeping him out of the place in which he does belong. Even when the expert is a professor in one of the exact sciences, he is none the less a specialist, with all the bias of the specialist. That makes him invaluable in his place, but it tends to disqualify him for government.

"The experts say" seems to me almost the last word in intellectual abnegation. The experts do not say, unless they sit in the Supreme Court of the United States, and then they frequently say in the proportion of five to four. The experts do not say; some of them do. What they say and the course of reasoning by

which they arrive at their verdict is vastly more important than the dicta themselves.

Education and the Prevalence of Crime

In its fundamental evolutionary and social purpose and function, the plain bearing of the evidence is that over wide areas our educational system has not made good. Otherwise public complacency toward crimes against the persons, toward widespread cynical malfeasance in places of trust, toward laxity and outrageous breach of faith in government, and action founded on economic and financial illiteracy, would not have been on the increase since the century came in.

It is the fashion to attribute all these things to the war. That is now, as nearly always in history, to confuse cause and effect. By far the largest percentage increase in homicides came, not in the post-war decade, but in that which ended in 1910.

The tendency to revert to negroid and Levantine standards in various branches of personal culture and to incorporate in the language the argot of the underworld was well established long before the debacle of 1914.

It is not without significance that people who cherish the delusion that banking is synonymous with integrity are mostly in later middle life. The reason is that they go back to a period when the ideal of business honor was not to take advantage of the bankruptcy laws. People revered such standards even if they did not live up to them; the standards were not considered unsophisticated folly.

The men who founded this nation cherished no illusions about democracy, not even Jefferson, the most liberal of them all. He had faith in the common man, but only in the common man effectively enlightened and disciplined. I suppose he would have shifted uneasily and impatiently in his chair at the notions of people who cannot distinguish between education and schools, nor see the difference between schools and schoolhouses, and who fancy that a succession of inept young girls in the classroom can achieve the great task of making popular institutions safe for the people to whom they are committed.

Putting Our House in Order

We must recognize the principle that our educational system is anachronistic in civil and fiscal structure and empirical in its scholastic structure. Instead of calling High Heaven to witness that the schools must be saved, cost what it may, we ought to apply ourselves to the task of setting our own house in order, in the interest of saving the great principle of public instruction by erecting a school system that can be supported.

In the day when we were still a frontier nation founded on an agricultural economy, and that very largely subsistence agriculture, and when our network of transportation and communication was for the most part limited to horse-drawn vehicles and bad roads, the autonomous school district operating as a municipal corporation was a natural and highly advantageous device in school support and government. We still cherish the device, in a day in which we have become one of the most highly industrialized of all nations and when it is literally true that even in the states which are territorially large almost all citizens can reach the state capital more conveniently and in less time than they could have reached their own county seats forty years ago.

Such an organization not only makes effective

¹Address before National Council of Education, Department of Superintendence, N.E.A., Cleveland, Ohio, February 24, 1934.

—tive school systems practically impossible — consider a state like Illinois in which it makes necessary nearly one fifth more school officers than teachers — but it produces a system which as a whole, is incapable of financial support. I know one state at least, and that in most respects one of the most progressive, in which at least one quarter of the annual budget is attributable to this localism in school affairs, not merely by reason of waste but much more largely because localism makes sound management of the money impossible.

Nor need we fly to the other extreme and everywhere consolidate all support in the state and all administration in the state capital. In the states which are small territorially, that is indeed the natural and intelligent thing to do. So is it the necessary thing in states which have one or more great concentrations of commerce and industry. In the larger states, particularly those which are now or will become examples of greatly diversified economic interest and relatively uniform distribution of population, application of the principles of geographic regionalization often results in the discovery of large units, each of which is as natural a unit of support and administration as is the state itself.

But our pattern of school structure is as obsolete as the district system. Division into elementary school, high school, and college represents merely the empirical patchwork which was thought to meet the social conditions of the nineteenth century. In the end of that period, perhaps 2 per cent of the total enrollment, for the nation as a whole, was in high school. The high school was selective, and it was separable because it was selective. It was not a common school. Today the *relative* enrollment in the high school has expanded more than eight times. It has in most places already become common school.

No such structure can be financially supported, not even if and when prosperity returns, by reason of the principle that it creates an impossible overhead factor. Consolidation in single schools, modified and up-to-date examples of the old American common school, would seem to be the appropriate solution, just because the school system has again become common school. The rural consolidated school contains within itself the major strategy of reorganization.

Breaking Faith with the Public

As a whole, we still persist in breaking faith with pupils, students, and the public in that we allow and encourage young people to pursue their courses, in high school and college particularly, in the hope and expectation that they will thereby come into white-collar jobs, when we know, or ought to know, that only a very small percentage of them can ever attain that object.

All this is encouragement of the paganism which lies behind the troubles of these days. Sometimes it breaks out in money-madness, with economic disaster to everybody; often in one of the most unlovely traits of our national character, the compulsion that all of us feel, more or less, to get ahead in the world by dint of getting ahead of the other fellow; often still in silly worship of mental brilliancy and in nervous eagerness to put on the habiliments of culture with no awareness of the real article.

We break faith with former students in that we think complacently of the "lost generation," the trained but superfluous body of young men who can find no place in the world so long as we train others in order to keep alive law schools and medical schools, engineering schools and teacher-training schools and liberal-arts colleges, far in excess of our needs.

In a recent address, President Hutchins remarked that our ancestors "sprayed colleges all over the landscape." So they did. But what was

reasonable in 1834 may well have ceased to be reasonable in 1934. When these little institutions were erected on our frontier, it was a case of doing what had never before been done in all the world; namely, carrying an advanced civilization over a continental domain which was still in the middle period of barbarism. If you were going to develop an educated ministry and legal, medical, and engineering practice, to say nothing of a cultivated class in society, then colleges had to be near at hand. State and denominational ambitions, and often individual vanity, even in the earlier period, led to the multiplication of higher institutions beyond any national need. Altogether, we are struggling to recruit, support, and maintain academic standards in something like sixteen times as many higher institutions of learning, in proportion to population, as do England and Germany. The building of a huge professional labor reserve is the natural consequence.

Guidance in a Bewildered World

But perhaps worst of all are we breaking faith in the apparent incapacity of our universities to stand clear-headed and resolute as intellectual and moral refuges to which all men may resort for guidance in a bewildered world? To make that statement and think to apply it to all universities, and all departments in all universities, would be to commit the ancient folly of trying to indict a nation, but the charge can hardly be denied as affecting so much of the university field as to go far toward destroying the value of the university as a social institution. It is most readily applicable to those departments which are most influential in determining the philosophy of the public-school system, namely, education and psychology, literature, and sociology in the broadest sense.

I remind you of some samples. It is often taught that education has no inner logic of its own, but is only what the dominant class in society can prescribe. That is so patently to confuse education and instruction as to require no comment.

We are often assured that a normal value is only the average ethical judgment of the time. If that be true, then it is in the highest degree unreasonable to restrain our gangsters, kidnapers, and crooked magnates; we ought to let them go, so that we may compute the central tendency and thus arrive at moral objectivity. In ethics, it, no doubt, lies somewhere midway between the judgment of Samuel Insull and that of John Dewey; in politics at about the median between Huey Long and Abraham Lincoln.

Some of our departments of literature and the fine arts seem to be imbued with much the same notions. If you desire scientific standards in literature — and science has the floor — collect the output of the printing press — the animalism, the neuroticism, the records of free association held to be poetry — determine central tendency, and there you are. Or pick out all paintings you can find, from Leonardo to the latest scream intended only to depict the artist's mental state, arrange them in separate rooms with turnstiles and thus arrive at prevailing taste. Thus we have an objective standard. Standard of what? Artistic value? No, only the level of civilization, and perhaps mental health, in that town.

Experiment and Empirical Venture

Perhaps the most dangerous kind of intellectual degeneracy is found in the brazen cult of experimentalism found in some of our higher institutions. The man on the street expresses it in his credo "Try anything once." Keep an open mind. Be liberal. Ignore the fact that this old world has tried pretty much everything once — or many times — and found that most things did not work. Thank Heaven! most Americans have a sense of humor.

Now, the qualified scientist knows that no two things are farther apart than valid experiment and empirical venture. One requires as a preliminary a valid hypothesis founded on indisputable facts, and experimentation serves only to confirm or reject a particular hypothesis. The other requires only recklessness and when applied to the lives of other people sufficient egotism.

Now all this sort of thing has produced a generation which is well-nigh incapable of personal conviction. Most of those who hold college degrees, at least as I have been meeting them these many years, are unable to distinguish between rational ground for belief and majority opinion. To quote my chief again, "It has become the fashion to be bewildered. Anybody who says he knows anything or understands anything is at once suspected of affectation or falsehood. Consistency has become a vice and opportunism a virtue."

Strange how we forget! Whether expounded from professorial chairs or in the books of the hour, all this is but a new recrudescence of the ancient sophistry which held that Man is the measure of all things. Socrates laughed the doctrine to the scorn of all time 2,300 years ago, but we forget — or else we never knew.

Cultivation of Common Sense

What about it all? Shall we return to the past? We cannot if we would and ought not if we could. But we can resume the cultivation of *common sense* and *conscience*, which I take it are only other names for faith in common standards of reasonableness upon which civilization has been slowly developing during the past 6,000 years or so, faith that two plus two is four and that society cannot hold together save on the basis of fundamental morality.

The fundamentals of civilization change but slowly. The fabric of society, on the other hand, changes frequently, as cultural products accumulate, always has done so and probably always will do so. Social problems arise, but most of them are the consequence of the ignorance, sloth, and vice of the individuals who make up society. Just now they are largely the outcome, in part of appalling ignorance of history, in part of sheer self-indulgence, in part of widespread infantile negativism rationalized as pursuit of liberty. Be that as it may, as Professor Bagley has so often told us, the more kaleidoscopic society becomes, the more reason there is why school and university should hold firmly to the eternal verities and inculcate them.

Society changes, mostly in cycles of longer or shorter duration. So does the climate. A period of severe winters is followed by one of mild weather; but we do not for that reason revise meteorological principles. New maladies appear, or old ones are revived, but we do not for that reason find a different physiology to teach. We do not write a new solar physics for every shift in the sun spot cycle, nor a new mechanics because men have learned to navigate the air.

We are all of us born into a common world and are subject to the same natural laws. The individual must come into adjustment to the world, for the world cannot be adjusted to the individual, whatever may be his more or less imaginary talents and desires. Whatever escapes from the ruthless processes of elimination mankind has found, it has found them only by discovering the law, learning it, and obeying it. Mother Nature gives man a fair chance at working out his own destiny, but she sits glumly in the corner, her paddle within easy reach. When her child mistakes hedonism for happiness, she commonly attracts his attention in a manner which has the sanction of a venerable antiquity and does so without explanation or compunction. And Nature has small regard for the individual.

San Francisco's New School-Business Administration

The question, What happens to a public school system when "big business" is given a free hand in dictating its fiscal policy, may be answered by the experience through which San Francisco is now passing.

In 1931, when many cities throughout the United States were balancing their budgets with red ink and paying their teachers with scrip which had no immediate value, the San Francisco board of education still enjoyed the same support for the public schools that was granted to it in the boom days of 1928. In fact, as late as 1930, the board of education increased the salaries of all teachers approximately \$25 a month, thereby raising what has been recognized for several years as one of the highest teachers' salary schedules in the United States. And the teachers were paid in cash.

In addition, approximately \$1,000,000 was expended in the erection of two junior high schools and the building of a \$200,000 addition to a high school in the fiscal year 1931-32. All this in a community that had expended \$17,000,000 in the previous ten years in the replacement of 51 schools with new buildings out of 102 which comprise the entire plant.

The depression was late arriving in California. It struck with the full force of an earthquake early in 1932. More than eighty thousand persons, always able to pay their way in other years, were forced to depend upon public charity in a city, the total population of which is 700,000. Mayor Angelo Rossi was forced to call for funds out of the current tax rate in the beginning of the depression to relieve the needy and hungry. True, the city enjoyed a secure financial position. Thanks to a new charter approved by the voters in 1931, the municipal budget was balanced under a rigid provision which provided that all bills must be paid in the fiscal year in which the encumbrances were made, and that no money could be spent unless the cash was available in the treasury to discharge the obligation. But how to care for the unemployed and cut the tax rate at the same time presented a puzzling situation.

The increase in school population knows no depression; youth never comes again, the board of education was reminded when it came face



MR. PHILIP LEE BUSH
President, Board of Education,
San Francisco, California.

to face with one thousand more pupils each year and the paradoxical demand for a substantial reduction in the tax rate. Departure from San Francisco's pay-as-you-go plan of school building was the only alternative. But the decision found that the board did not see eye-to-eye on the subject. Alfred I. Esberg, a member of the board, resigned as a result of a difference of opinion regarding the pay-as-you-go method of financing schools as against the bond-issue method which was favored by the majority. The difference was a friendly one and the mayor waited many weeks before accepting the resignation, as Mr. Esberg's experience in the world of finance had represented a distinct contribution to the public schools.

There remained on the board of education, President Ira W. Coburn, noted builder; Mrs. Mary Prag, mother of Congresswoman Florence P. Kahn of the fifth California District, who, despite her 85 years, is one of the brightest minds on the board; Mrs. Maude R. Mott, who occupies a prominent place among the women of San Francisco, had striven over the years to accomplish improvement in civic conditions; Miss Alice Rose Power, educator and principal of an elementary school; William F. Benedict, publicist, former secretary to Mayor James Rolph, Jr.; and Daniel C. Murphy, San Francisco banker. The board recognized the need for a skilled budgetmaker if the schools were to ride out of the storm of the depression safely.

The mayor realized, too, that economy in municipal government must not strike at the schools, although 27 cents of every tax dollar in the city went for the support of its free schools. What to do? Facing the multiple demand to feed the hungry, lower the tax rate, and to provide adequate funds for the ever-growing school system, the chief executive of the city made a daring stroke.

Reaching into the marts of downtown business, Mayor Rossi picked for the vacancy on the board of education a budgetmaker from the citadel of business. Philip Lee Bush, who occupies the executive chair of chief engineer of the California Packing Company, agreed to accept the appointment as commissioner of education at the behest of the mayor and with the consent of the board of directors of his concern. In one stroke the mayor had translated

into action what had been the dream of business men of the community for years; to see a professional budgetmaker in public office where the public business might be conducted with the same economy as that of a private institution.

To say that there was considerable misgiving on the part of educators throughout the state regarding the selection of a man skilled in the art of finance to the position of chairmanship of the finance committee of a board of education would not be overstating the fact. For here the schools were face to face with the acid test of economy—the challenging yardstick of downtown corporation methods in administering the public business.

The board of education, however, welcomed to its membership an expert on the subject of finance and gave him *carte blanche* in the rearrangement of the fiscal policies of a school



MR. J. A. ORMOND
Secretary, Board of Education,
San Francisco, California.

system which had always enjoyed the highest consideration from the community which it served. The standard by which the accounts were maintained in the school department was above those of other departments of the government, by and large, and the board of education had no hesitancy in welcoming to its membership one of the most skilful fiscal experts in the West.

The new Commissioner, Mr. Bush, approached a public-school system of 75,498 children in average daily attendance, which was expending twelve and a quarter million dollars during the current year for all purposes. Nine and a quarter million of this amount went for maintenance, the biggest item of which was seven and a half million dollars for teachers' salaries. The balance, between nine and twelve million dollars, went for the retirement of bonds and the purchase of land, buildings, and equipment, in a school system the physical value of which is thirty-seven and a half million dollars. There is a thumb-nail sketch of the entire dollars-and-cents problem in the San Francisco public schools.

The first difficulties faced by the board of education after the arrival of the new commissioner were the so-called back-salary suits which formed the capstone of all the recent problems in the San Francisco schools. Briefly, the situation was as follows:



WHEN YOU SEE "RED" THE BUDGET APPROPRIATION HAS BEEN OVERSPENT!

Mr. J. A. Ormond, Secretary of the San Francisco Board of Education, is viewed while checking expenditures against appropriation through an "at sight" record which immediately shows in red ink any department has overspent its budget appropriation. Candace Striddle, who keeps the record up to date, is shown with Mr. Ormond against the appropriation ledger.



A TIME SAVER

Dr. Edwin A. Lee, recently appointed superintendent of San Francisco Public Schools, is pictured at his desk as he is about to use the dictating machine which is part of the new equipment in every office in the new administration building of the Board of Education. Dr. Lee's secretary is thereby left free to arrange appointments and receive callers.

For fifty years the board of education hired new teachers in San Francisco on a twelve months' payment basis, from July 1, but would not pay any salary to a teacher who had just entered the service until after she had actually taught. As the schools were closed in July of each year no salary was paid to a new teacher, until the end of August, after she had rendered actual service, and then she was paid on the basis of eleven twelfths of the annual salary. The remaining one twelfth was held in a suspense account until the teacher retired — sometimes as long as forty years later. Then she was paid in full the extra month's salary, that first month of July when she entered the service. In all other years after the first year of her service, a teacher was paid in twelve equal installments. In 1928 the board decided to discontinue the practice of paying the first month's salary upon the termination of service by a teacher, and the

teachers immediately brought suit in the courts. The suit resulted in a decision in their favor and the board of education was compelled to make as an initial payment \$382,917.41 in back salaries during the years 1931-33. And the end is not yet.

Today, two years after scientific budgetmaking methods and expenditure of funds in the San Francisco public schools has been in effect, it is possible to assess the results.

The position of business manager formerly held by a deputy superintendent has been eliminated and the deputy has been assigned to the charge of physical properties. The position of secretary of the board of education has been enlarged in its scope to include the control of office functioning, payroll procedure, and non-certificated personnel employed in the schools with the exception of janitors who remain under the jurisdiction of the deputy superintendent

in charge of physical property. The new secretary, Mr. J. A. Ormond, is a skilled accountant of many years' experience.

Mechanical equipment has been installed. The stenographer has given way to the dictating machine (Ediphone); the old-style ledger has found its successor in the bookkeeping machine; the payroll cards are kept with the aid of a machine which makes impossible an overpayment or an underpayment to any teacher.

Probably the most marked change has been in a method of budgetary control which is as certain as a block system on a railroad. As soon as a requisition is drawn, the amount is at once charged against the budgeted balance, and the posting is made into a tabulated kardex file which gives sight balances in each fund each day. At the bottom of each card is a thin green or red extension strip which is drawn from the right- to the left-hand side of the card as the appropriation is spent. When the limit of the appropriation is reached, the red strip shows that the danger mark is reached. Immediately the superintendent of schools, the president of the board of education, and the chairman of the finance committee are made cognizant of the condition. A decision is reached at once as to ways and means of meeting the situation presented by the overdraft, and a plan is devised to prevent overspending in the department in which the requisition is drawn.

The general offices of the school department were formerly located in four separated sections of the city. The executive offices were housed in the city hall; the supervisory offices were in an old school — the Moulder Building; the Bureau of Attendance and Guidance was in another school building, and the Bureau of Texts and Libraries was situated in still another. Today all offices are housed under one roof in the spacious west wing of the Civic Auditorium Building, with the superintendent and his staff located on the third floor and the business offices on the fourth floor. The increased efficiency and ultimate reduction in operating costs has become apparent.

An information clerk is located on the third floor of the offices, and she directs all visitors to the superintendent and members of his administrative or supervisory staff. The floor plan accompanying this article shows clearly the layout of the offices.

The new arrangement places the personnel department on the fourth floor, and a director of personnel is in charge with the duty of making assignments of new teachers or substitutes.

(Concluded on Page 54)



MECHANICAL BOOKKEEPING MACHINE

Miss Albertine Peterson reports at nine o'clock each morning and pounds into an appropriation ledger via a keyboard all the charges made during the previous day against any account. The machine functions in such a manner so as to show the unexpended balances.



A SEVEN MILLION DOLLAR PAYROLL

Mr. W. A. Johnson, chief accountant for the board of education, is able to determine at a glance the condition of any teacher's salary account, which is ordinarily not an easy matter under the complicated provisions of the California State Law and the San Francisco City Charter. Miss Anita Reed is pictured checking a pay card with Mr. Johnson.

This Business of Hiring and Firing

Fred J. Ward, Thompson Falls, Montana

Every argument has two sides, usually more. Payne Templeton and I once came to a conclusion that all our disagreements had three. There was his side, my side, and the right. Often there are as many phases to a question as there are individuals dealing with it. This is true with my present subject, and many will disagree with me no matter what I say.

I am speaking of teacher tenure. More fundamental perhaps is the question of security. By this I mean security for the teacher — reasonable security against dismissal due to patronage, politics, malicious scandal, or unexpected changes in the administration.

Breezy Boyack once described a condition which he called the artistic attitude. He was thinking of the skilled worker in the laboratory, in the classroom, or at the turning lathe. This worker's wants are few and easily satisfied. He is content to work, more for the sake of the work than for any material reward. He lives and dies a happy individual, if only he is protected against the harassment of commercializing his talent. Such individuals may devote a life to a survey of the stars, to a contemplation of the interstellar spaces, to the development of a new invention, or even to the task of educating the children of the nation.

The rare periods of history which have furnished enthusiasm and security have always been the great creative landmarks in the history of the race. It is only when tasks are done for their own sake that the worker reaps the richest and the most unexpected rewards. The happy state of security for the professional workers in the classroom, is the ideal that has prompted the tenure laws that have been written into the statute books of the several states. It is a consummation earnestly to be desired.

For years this phase of schoolwork has been dwelt upon by writers on educational topics. The agitation has translated itself into laws of various states and has prompted local rules of school districts, all having in view the establishment of a greater permanency and security among classroom teachers. One state provides a monthly bonus for the teacher who remains in the same school for a given term of years. Another provides that after three successive re-elections, the teacher is permanently employed and may not be removed, except for reasons which would cancel her license. The universal custom, before the depression broke upon us, was to promote teachers on the basis of tenure. Salary schedules were drawn up which provided for a fixed raise in wages for each successive year of service until the maximum was reached. All this was done to encourage a longer term of service.

Providing Security for the Teacher

There is no one who seriously disputes the belief that a reasonable security is necessary to bring out the best there is in a classroom worker. And yet one may find the greatest hostility toward the tenure device among superintendents, principals, trustees, and lay members of the community. So widespread is this hostility that no one may assume that it is inherently directed against the teacher as a worker favored above other workers. The fault must lie deeper than this.

It is proper at this point to formulate a common platform where teacher, trustee, superintendent, and parent may reach an agreement. I would state it thus: "Teaching is a matter of individual skill."

Everyone will agree with this trite saying, particularly the children in the schools. And yet after we once proceed from this common

belief, we immediately become at variance. It is like Baldy Stang's quartette: They all started together, but from there on it was everyone for himself.

If teaching were not a question of individual skill, it would not matter particularly who was appointed to a teaching position. And so long as the teacher were able to endure the physical strain of the job, it would not matter particularly how long she remained in the place, so far as the welfare of the children is concerned. But the teacher's personality and skill cannot be divorced from the welfare of the children and must be accounted for in any plan to obtain permanence and security for the teacher. No group can ask for a privilege, unless it serves to improve the service they are expected to render.

Method of Employing Teachers

A corollary to the question of permanence is the method of employment. Unless a teacher is wisely hired, you cannot expect to keep her from being fired. Before you can get any permanency which will satisfy those who expect results from their schools, you will have to define accurately just how you propose to appoint teachers.

And right now, when the schools have to exist in spite of diminishing incomes; when their load is being increased and the support lessened, we have greater evidence of hostility toward strict employment on the basis of merit than ever before.

In preparing for this article I interviewed more than a hundred persons in every walk of life. The scope of my inquiry covered four states. The questions I asked were simple enough. They dealt with the rules which should govern in hiring new teachers for any staff. The responses which I got include the following:

1. I don't believe that we ought to go out of our teacher city to find teachers. Our own girls need the jobs.

2. I don't believe married women should be hired if they have husbands to support them. The single girls need the jobs.

3. I don't believe that we ought to fill the schools with men. The women will work cheaper.

4. I am against hiring persons belonging to certain denominations.

5. I feel that we should favor the public universities to our own state.

Most of these statements were qualified by such a condition as, "when all other things are equal." But judging from some present-day practices, the so-called "other things" never seem to be equal. Districts that have a ban for certain religious denominations never seem to recognize merit in any teacher of that faith, and whenever there is a gentlemen's agreement not to hire anybody from outside the city, an outside teacher could not blast her way to the staff with anything less than dynamite.

I know of districts in my state where the teacher who wants a place on the staff has to go see the men with influence — the local alderman, the near friends of board members, and others of the inner circle. Campaigns like this are likely to degenerate into popularity contests, in which it is frequently a pleasant advantage to be young and easy to look upon.

But it is unfortunate for the children of America that the prettiest face does not always denote the most sympathetic heart, and the hustling ability as a campaigner does not always indicate the highest type of teaching skill. The most dismal memory of my own primary

education is that of a fifth-grade teacher who was appointed because her father was a near relative of one of the school-board members.

This thing of saying "all other things being equal," is all too often a salve for an uneasy conscience. A similar sedative is this: "There are plenty of teachers nowadays. We ought not to have any trouble getting one from this county."

Opinions differ on the subject and whether or not you subscribe to this belief depends on how far you agree with the theory of teaching skill. My own feeling is that there will never be enough good teachers to go around, even if we should send every adult woman to a teachers' college. The autobiographies of great men usually tell of the profound influence of a teacher, somewhere along the line of the man's education. And the significant thing is that these teaching luminaries are so few.

Tenure and Security

It is idle to talk of tenure and security unless it means tenure and security for the *fit*. To appoint haphazard is bad enough, but if by legislative fiat you make the appointment for the life of the appointee, you have aggravated a situation which is wrong to begin with. It seems to me that tenure laws, wage schedules, and the like, fall down in this respect.

I know one town in my state which had nine high-school principals in nine years. So far as that town was concerned the turnover for the principalship was 100 per cent. Of these nine men, eight were asked to leave at the end of their first term, and the ninth might have been reelected but he wouldn't stay.

I looked into the cause. It was not hard to find. There were three teachers on that high-school staff, who had entrenched themselves in the town. In the first place this town was their home. Originally, I suppose, they had been given a certain talent for teaching. But not one of them had been in school for a decade. They resented any change which would render less comfortable the niche they had selected for themselves. The staff was a small one and these three could make an aggressive majority against any innovations which a young upstart principal might try. They had been in the community so long that they were close to the fountains of gossip. If a man had gone into that town with ambitions to do nothing but get along, things might have been more pleasant, but unfortunately or fortunately whichever way you look at it, it is not always human to be a good, easy man, and the school board, moreover, seemed to have a strong preference for aggressive young men with more courage than discretion. They offered that job to a good friend of mine one summer, but he wouldn't take it unless the board would get rid of these teachers. And since the school board would not remove the teachers who had become too closely integrated with the life of the community, my friend did not get the place.

You might say that this is an extreme case, and perhaps from the standpoint of a small town it is. People in the smaller communities do not ordinarily keep their teachers that long. But every staff carries some dead timber, and this element of provincialism and favoritism which is creeping into appointment regulations, promises to increase materially the amount of dead material. From all that I can gather, I believe that the larger cities have this problem in a more deadly form than most of the rural communities.

A number of years ago I was a reporter on a city daily down east. I got acquainted with the

superintendent of the city schools. He was aggressive, fearless, and not very tactful. He had come from a smaller town where he had won a reputation for certain phases of administration. (I am trying hard not to be too specific, for if I gave the man's name, half my readers would recognize the man and the city I refer to.)

In the smaller town he had pushed his plans through by the very force of his character. But in the city he came to grief before he had been there two years. I remember one instance where several teachers signed and published a protest against being held responsible for the playground during certain hours. There had never been such regulations before. The superintendent had filled about twenty vacancies in the city staff with teachers who had worked with him in the smaller place. I have often suspected that the older members of the staff resented these newcomers. I once heard them referred to as Mr. Blank's pets.

Three years ago I met this man at a national convention. The years had eased the sting of his failure in that city. He told me about his trouble very frankly. Dead timber, he described it—minds set against progress and fortified by tenure laws. I asked him if he thought that other cities had the same troubles.

"Find out for yourself," he advised. "When you get back to San Francisco, ask the superintendent there. Ask the superintendent here in Los Angeles. Or ask Dr. McAndrew up there in the press box, whether he ever met such a problem in Chicago."

I should have followed his suggestion but I did not. So I shall not try to assume the air of an authority on tenure in the cities. If the things I say about tenure and dead timber do not apply to the larger centers of population, the situation there is much more fortunate than any schools that I have ever observed.

Somehow, with all these drawbacks and difficulties in the way, we shall have to work out a scheme to establish the situation which our Mr. Boyack so aptly describes as the artistic attitude. There is quite a contrast between friendly protection for the whole-souled worker in the public service and the same protection when it is turned into a sort of entrenchment behind which the lazy, the incompetent, and the unwilling can defy the administration with impunity. The difficulty of answering this problem is that it is hard to protect the competent teacher without entrenching the incompetent. Your favor or disfavor of tenure laws will depend upon whether you think the benefit to the one will outweigh the harm done by the other. One board member in California told me that ever since he had been a trustee he had voted to fire every teacher who was about to come under the permanent teacher-appointment law. His attitude is shared widely. This indicates that mandatory legislation is not the goal we are heading to.

Some people may presume to speak the final word on this subject but I shall not. But I do believe that too much emphasis is put on the wrong end of the process. Hiring and firing are inseparable, and it must be agreed that the public attitude toward hiring teachers is far from perfect and has not improved during the past four years. Unless you give free scope to talent in selecting members of the staff, it will never be safe to pass mandatory laws making those appointments permanent. Even when there is a period of trial before the permanency is established, there are always border-line cases of teachers too good to be discharged and still not good enough to be permanently fixed on the system. One of the strongest objections I have found to a stated salary increase every year on the basis of tenure, is that the mediocre teacher who lacks the initiative to be promoted to something better, may sit placidly and wait for the tenure rule to elevate her to the posi-

tion of highest-paid teacher on the staff.

There are many who will disagree with me on many details of this argument. But at least we can agree on one point. Teaching is not like turning a nut on a bolt in position X every 20 seconds. It is a matter of unique skill. Unless you take that skill into consideration, you will never have the best things obtainable in public-school service.

I don't like to throw the cold water of discouragement on any movement to solidify and protect the position of the teacher. But after you have raised the wages of a poor teacher or a mediocre teacher you still have a poor or a mediocre teacher. The rankest injustice in our teaching profession is to give a place to an inferior teacher through personal influence or geographical preference. And to forbid anyone

to discharge an incompetent teacher is only perpetuating the same injustice.

Improvement will come, perhaps a whole lot slower than some of us desire. This business of employment will be worked out by a better understanding on the part of the general public. One man of my acquaintance summed up what I think is a common-sense attitude when he writes: "What you say about appointments through pull and politics is quite true, and in the present-day scramble for any kind of job a great many disappointing elections are made. Even if you should clean up the system, there will still be a percentage of error. . . . I feel that the teacher should be protected—if only for the sake of the children—so long as she does her task measurably well. . . . Her dismissal should not be easy. . . . but it should not be impossible."

Reducing Water Costs in Schools

H. H. Linn, Business Manager, Public Schools, Muskegon, Michigan

In considering ways of effecting school economies, attention may well be given to water costs. While, as a rule, water accounts for only a relatively small proportion of school expenditures, there is no reason why waste should not be prevented, if possible. In some cases, the saving may be very substantial. To illustrate how important this saving may be, the reader is referred to Table I, which contains true data showing how one Michigan city school district reduced water costs.

TABLE I. School Water Costs Year Preceding Survey Compared with Costs for Two Years Following Survey

School	Costs 1930-31	Costs 1931-32	Costs 1932-33	Reduction Last Year from Peak	Per Cent Reduction from Peak
A	\$ 344.48	\$ 250.25	\$ 139.56	\$ 203.92	59.2
B	403.50	236.16	206.35	197.15	48.9
C	677.54	101.52	98.50	579.04	85.5
D	319.35	211.57	174.80	144.55	45.3
E	118.46	56.49	77.73	41.13	34.7
F	210.80	108.43	77.11	133.69	63.4
G	1,938.67	1,406.94	1,509.18	429.49	22.2
TOTAL	\$4,012.80	\$2,371.36	\$2,282.83	\$1,729.97	43.1

As shown in Table I, the water bills for these particular schools in this city amounted to \$4,012.80, during the school year 1930-31. The bills appeared excessive, so a study was made to ascertain whether or not they could be reduced in the future. The results were gratifying, as the bills for 1931-32 amounted to only \$2,371.36, a reduction of \$1,641.44 from the previous year; with a still further decrease during the year 1932-33, to \$2,282.83. These reductions were effected by stopping leaks and preventing the excessive use and waste of water. There was no change in the water rates.

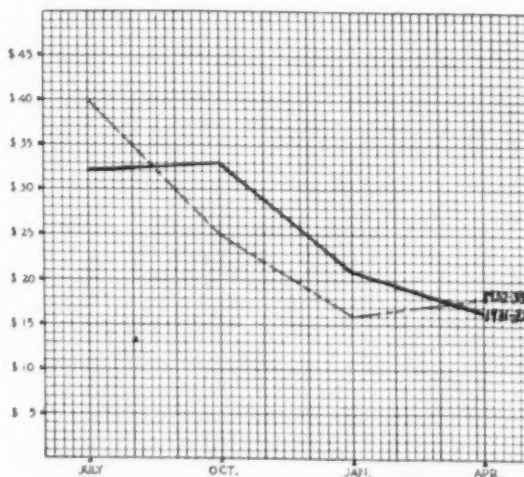


CHART I

QUARTERLY WATER PAYMENTS FOR A SCHOOL—TWO SUCCESSIVE YEARS

Rules for Saving Water

The reader, no doubt, will want to know what was done to reduce the water costs. In the first place the school custodians were called together and given the facts regarding the costs for their particular buildings. Most of them were astonished as they had no idea the costs had been so high. During the discussion which followed, many suggestions were offered for reducing waste and the men showed a keen interest in the subject. Out of this discussion came the following general suggestions:

1. Each head custodian should survey his own building and grounds and list all faucets, fountains, shower-bath heads, valves, and water outlets that were leaking.
 2. All simple leaks (particularly lavatory faucets) that could be repaired by the building custodians should be stopped.
 3. Leaks that could not be corrected by the custodian should be reported to the maintenance department so a plumber could make the necessary repairs.
 4. The main water line should be shut off overnight and over week-ends.
 5. At periodic intervals—at least once a month—the main line should not be shut off overnight, but the meter should be read at the end of the day and again the following morning to learn if there is any waste of water during the time when there should be no water usage.
 6. Drinking fountains should not run continuously.
 7. The automatic siphoning flush boxes for urinals should be adjusted to flush every 10 to 12 minutes, instead of more frequently.
 8. Flush boxes for toilets should be checked and adjustments made for leaks or excessive water supply.
 9. The possibility of effecting economy by installing Sloan valves for flushing toilets and urinals should be investigated.
 10. More consideration should be given to lawn sprinkling, which in this city accounts for a large portion of the water costs. Areas have been sprinkled more frequently than has been necessary. Fewer but heavier sprinklings are better for the lawn than frequent light ones which attract the grass roots toward the surface where they suffer from the sun and lack of moisture.
- By observing the general rules just suggested, some buildings showed remarkable savings; and these reductions were maintained for a second year. The greatest saving was made in school C, which in 1930-31, had water bills amounting to \$677.54, but averaged only \$100 during the two years following the check-up. This school presented an interesting case. It is an elementary building with approximately 600 pupils and had nothing unusual to account for its large water bills. The first survey indicated very few general leaks. However, there were six siphon boxes for flushing urinals that were filling too rapidly and these were adjusted. As they also had been running day and night, there had been some waste which would be reduced by shutting off the main water line every

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A High School Which Turns *Failure* into *Success*

Norman Thorne, Assistant Superintendent of Schools, Portland, Oregon

What to do with "failures" in high school has long been a problem. Many have often wished that those who fail to earn a passing grade after two or three attempts should be excluded from the school, or at least from the subject. Just how far school authorities have the power to exclude boys and girls from school because of failure to do the required work is debatable. We must recognize at the very outset the fact that all failures or even any large percentage of them, are not due to natural inability to learn; in other words, not all students who fail have a low I.Q.

With this fact in mind, any plan adopted for the purpose of getting these boys and girls to do their work must be remedial rather than punitive.

After having given the matter serious consideration, the superintendent of schools recommended that the board of education adopt a resolution which stated that all high-school students who fail to earn three credits a term, exclusive of physical-education credits, for two successive terms, must go to a special high school. They were to work in this special high school for one term at least, and longer if they failed to earn three credits the first term they were in the school.

The school was organized the first time at the beginning of the spring term in 1930. There are about 110 registered, of whom 85 remained until the end of the term. Of these, 67 earned three credits or *more*. We italicize the *more* because there were quite a number who earned four credits and a few who earned five credits that spring term. It must be kept in mind when one considers these numbers, that these students all had as a background at least a year of failure.

For the first two years the school was housed in some vacant rooms in the Buckman Grammar School, which was near the center of the city. Some wit among the students called it the Buckman University.

A grammar school was burned; some of its pupils had to be sent to Buckman, and so the high-school students were transferred to the Failing Building in another part of the city.



NORMAL AMERICAN BOYS AND GIRLS WHO HAVE GOTTEN A FALSE START IN HIGH SCHOOL ARE GIVEN AN OPPORTUNITY TO SUCCEED IN THE PORTLAND, OREGON, SPECIAL HIGH SCHOOL

This was an unfortunate change because of the name of the building.

Because of the attitude of some of the residents of this part of the city, the school was again moved and is now housed in a building remodeled last summer.

Protests vs. Causes of Failure

Of course the first term the school was organized, nearly all the parents protested against sending their children to the school. It was a disgrace to the family. We replied that the family had already been disgraced by the failure; that the school was organized to help the children; not to punish them. No exceptions were made. If students who had failed wished to attend a public high school, they must go to this special high school.

This last year, exceptions were made in the case of students who did not have car fare and who lived too far from the school to walk. These were permitted to remain in their regular high school provided they had a passing grade in three credits at the end of each grading period.

The faculty was carefully selected. Only those teachers were taken who were known to have an interest in students who were having difficulties. The classes were much smaller than those in the regular high schools. There were no extracurricular activities. Every effort was made to diagnose the difficulties of the student, and then to give each the help that he needed. Space does not permit more than a listing of the causes of failures. These are: too many outside activities, such as athletics and music; home conditions—broken homes, poverty, confusion, radio, ill health of children or parents; youth—some students too immature for high-school work; social maladjustment—those who are shy, depressed, quarrelsome, resentful of authority; prosperity—too much spending money; physical handicaps of all kinds; good looks—some boys and girls receive too much attention because of this fact; outside work—carrying newspapers and various other kinds of work; reading difficulties; low intelligence—about 1 per cent feeble minded, 8 per cent border-line cases; psychiatric cases; high intelligence—one girl with I.Q. of 133, retarded by illness; talented students—those brilliant in art, music, etc., but apparently unable to do regular work.

Good Work Demonstrated

Last year an attack was made on the school by a few people who claimed it was having a bad influence. There were several public hearings before the school board, but none of the charges could be substantiated. The teachers of the school submitted the personal histories of a large number of the most unfortunate cases—a report which showed that in many instances they had brought about marvelous recoveries, and that in other cases they had failed



CLASSES IN THE PORTLAND PROBATIONARY HIGH SCHOOL ARE SMALL SO THAT EACH CHILD MAY BE GIVEN PERSONAL ATTENTION BY THE TEACHERS. GOOD WORK IS THE RULE RATHER THAN THE EXCEPTION

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School-Board Heads

Who are Making History in American Education

JAMES C. BROWN

President, Board of Education,
Bloomfield, New Jersey

The Bloomfield board of education was changed, by an act of the voters, in 1912, from a nine- to a five-member board to be appointed by the mayor. Among the first appointments to be made was that of Mr. James C. Brown, a life-long resident of Bloomfield, and a graduate of the local high school.

For many years he served as chairman of the building committee and as vice-president, and in 1920 became president of the board which position he still holds. During a long and faithful service on the board, Mr. Brown has seen the school system expand from seven small buildings to twelve large and exceptionally equipped school buildings, including a high-school plant, costing over \$2,000,000.

Mr. Brown was for many years an employee



MR. JAMES C. BROWN
President, Board of Education,
Bloomfield, New Jersey.

and an officer in the Metropolitan Life Insurance Company, being appointed an assistant actuary in 1907; In 1931, he retired from active business and is now devoting more time to educational work.

During all these years he has been a leader in progressive education, and has championed many a cause in the interest of better schools. He has carefully studied and analyzed present trends in education, and has been eager, with his associates, to adopt the best possible procedures in our local situation in terms of efficiency.

Few changes in the personnel of the school staff during his leadership indicate the wisdom displayed in the selection of employees. His relations with teachers and other employees have always been of the most inspirational kind. As a board-of-education member standing between the public and the schools, he has always displayed a sympathetic attitude, weighing carefully every proposition presented for consideration, and usually his advice and counsel have proved sound.

One of the greatest assets any school district can possibly have is leadership of the kind displayed by fearless men of wide business experience, who are willing to give of their time and energy to build and help maintain our public schools in a manner that they may serve better the youth of our land. In this respect,

The contribution made by leaders in the field of school administration was never more intense and at the same time more gratifying than it is at present. Those who head the board of education are usually identified in an intimate way with the economic and social activities of their communities.

Thus, they are also exposed to the influences which oppose the cause of popular education in the guise of economy which is retrogressive in spirit and harmful in fact. The country must, in the stress of a disturbed condition, look to these leaders for that steadfastness and guidance so essential to the school administrative service.

The biographical sketches here presented were prepared by writers in close contact with their subjects. They have lifted into view the true merits of the persons discussed and provide a series of character studies well worthy the attention of the American school public.

Bloomfield has been fortunate in having at the head of the school system a man with tact and vision.

MR. E. D. KASER

President, Board of Education,
West Side, Aurora, Illinois

E. D. Kaser is now completing his eighth year as a member of the Board of Education of the West Side Schools of Aurora, Illinois. During the last two years of that period he has served as president.

Mr. Kaser is a graduate of Armour Institute of Technology of Chicago. He is the president of the Durabilt Locker Company of Aurora, Illinois. Hence he entered on the duties of a member of the board of education with an expert knowledge of the modern school buildings for which he has furnished locker equipment.

During Mr. Kaser's term of service an extensive program of expansion and modernization of the school buildings of this district has been carried out. For six years he served as chairman of the finance committee of the board of education. Under his leadership a financial program was developed to amortize rapidly the bonded indebtedness of this district. Although one new building and three additions to other buildings have been constructed during the past eight years, the bonded indebtedness of the district is now less than when he became chairman of the finance committee. The annual budget was so carefully administered under his leadership that the school system is now in a stronger financial condition than it was at the beginning of the depression.

In addition to his school services Mr. Kaser has rendered other valuable community service



MR. E. D. KASER
President, Board of Education,
Aurora, Illinois.

as a member of the official board of the Presbyterian Church, as president of the Family Service Organization in the Community Chest, as president of the Civic Music Association, as president of the Aurora Rotary Club, and in various other local activities.

His business interests caused him to decide recently that he would not be a candidate for reelection to the presidency of the board of education. This will cause a distinct loss to the district because his administration has been marked by efficient business methods, by a progressive educational program, and by fairness in all of his dealings with both employees and patrons.

MR. CHARLES HERBERT WRIGHT

President, Board of Education,
Merced, California

Mr. Charles Herbert Wright has been a member of the board of trustees of the Merced Union Elementary Schools since March, 1921. During this time, his service as a member, as



MR. CHARLES HERBERT WRIGHT
President, Board of Education,
Merced, California.

clerk, and as president, has been marked by faithful attendance upon the meetings, by the liberal use of his time for public service, and particularly by independence of thought and action.

Mr. Wright has recognized that the schools belong to the public, and as stockholders in a great corporation, the people are entitled to know what is going on in their schools, but he does not allow his judgment to be swayed or his actions governed by popular clamor. He believes in strict economy, without impairing the efficiency of the schools. Mr. Wright also believes in the principle that a board of education should function in determining policies, and that it should not attempt to administer details of the work. Therefore, he supports loyally and fearlessly the personnel employed by the board as long as they render efficient service and are deserving of such support.

Charles Herbert Wright was born in the Canadian Province of Ontario, in 1870. He received his early education in a one-room country school, later attending high school in Trenton, Ontario. He states that two very impressive events of his life occurred soon after his arrival in Merced — he acquired a wife and became a citizen of this great Republic.

Mr. Wright has a son and a daughter. When they were in the primary grades, he was elected a trustee of the local school district, and has served continuously for twelve years.

Women as Members of Boards of Education

Theodore L. Reller, University of Pennsylvania

At times when a vacancy exists in a board of education, a woman is supported for the position because she is a woman. This support is probably the result of either (1) the belief that women have special qualifications; (2) the development of a narrow understanding of suffrage; or (3) the concept that they should be represented to the degree to which they represent a special interest in society. Counts contends that the last of these reasons might be defended.¹ Many people would probably be willing to defend the first. Whatever may be the basis of the arguments advanced, one woman seems to be all that is found on the average board of education.² These facts combined with the judgment of Dr. Cubberley that women are "usually considered as undesirable for board membership,"³ the belief of Chancellor that the "presence of two or more women constitutes a positive detriment to public business,"⁴ and the thought advanced by Hines that there is very little which the "average, refined, sensitive woman" can do as a board member without "interfering with the actual working of the schools,"⁵ serve as a justification for this brief presentation of facts concerning the fight of women in the nineteenth century for the legal right to membership on boards of education.

A few facts concerning the connection of women with schools in ways other than through membership on boards of education are pertinent to a consideration of their becoming members of such boards. In Rochester in 1844, the superintendent of schools reported that "the same order of talent and acquirements can be obtained at a much lower cost in them [women] than in males" for teaching positions. He continued, pointing out that economy was far from the only motive which should induce the employment of women, because "Woman, with her innate attractiveness — her patience, perseverance — her taste — her natural 'aptness to teach,' and withal her native devotion to virtue and intelligence — is, from the nature of things [if properly educated] preëminently fitted to fill the office of teacher. It is her peculiar province to captivate and interest the youthful mind, to chasten and subdue its passions and correct its waywardness, to teach it to *loathe* and *abhor* everything that is mean, low, sensual, and groveling, and to love, admire and imitate all that is lovely and of good report."⁶

Women Recognized as Teachers

The Board of Trustees and Visitors of Common Schools of Cincinnati at an earlier date, recognizing that females are "equal, if not superior in governing the young mind and imparting to it the elements of a common-school education" decided to enlarge the proportion of females "since their services are much less expensive than those of males."⁷ At this time the principals were selected largely from the males. This was partially due to the belief that male teachers were better qualified for maintaining discipline. In Rochester, females were not generally employed as teachers in the senior schools for this reason even though it was agreed that

they were "as well, if not better, qualified to instruct youth than males."⁸ While this was the belief, a study of the situation revealed that of the number of cases where the superintendent was "called upon to assist in maintaining order in schools, three fourths are in schools taught by males, which goes to prove practically . . . females are quite as successful . . . as males."⁹

While no claim is made that such findings directly influenced the Cleveland Board of Education, it is quite probable that they indirectly influenced the action of that board, in 1868, when "it was found expedient to place the smallest schools under the principalship of women." This experiment worked so well that the following year it was "thought not unsafe" to do the same with other schools. In 1873, the board, due to constant questioning concerning the results of the experiment, presented them as summarized by the superintendent as follows:

1. In all the higher classes which have been most affected by the change the general order within the schoolroom is greatly improved. A closer attention to study, a more ready performance of novel or difficult requirements, a higher degree of self-respect on the part of both boys and girls may be readily observed.

2. The deportment of pupils in the school yard and about the school premises is very much superior to what it was when there was a man at the head of each house. There is less rowdiness, less bravado, less hallooing after the teacher upon the street now than there used to be. These changes are evident to visitors and to residents in the neighborhood of the schoolhouses.

3. There is more prompt and efficient coöperation with the principal of schools, on the part of the assistant teachers. Before the experiment was tried, there were apprehensions that the authority of the superintendent would have to be called in more frequently for the support of the principals. Little time had elapsed, however, when these apprehensions were proved to be entirely groundless. In my experience of six years in the management of these schools, I can safely say that there was more complaint on this score; more difficulties to be settled between principals and teachers, in the first two years, under the old organization, than in the four which have elapsed since the change.

4. There is more thorough and unquestioning obedience to the rules of the board of education than prevailed under the administration of the men.

5. There are fewer changes of textbooks proposed and pressed upon the board than there were formerly, though there is improved interest in science and literature in the schools themselves.

6. The instruction in the schools is greatly superior to what it was. There is closer and more persistent observance of the little details which go to make up thorough scholarship.¹⁰

The First Board Composed of Women

Two years after Cleveland began to experience these invigorating and almost astounding effects of having women serve as principals, the town of Tiverton, Rhode Island, experimented with a school board composed wholly of women. At the end of the year of experimentation, it was the "uniform testimony of the people of that town, that in no previous year had so much time and labor been devoted to the advancement of the various interests of the schools."¹¹ At this period in the development of American education, there was a much higher relationship between the time and labor devoted to the interests of the schools by a board member and the desirability of such a member than is the case today. This is largely due to the fact that

administrative or executive officers did not as yet exist in many schools in 1870 — the board, or individual members of it, doing the administrative work — and further that many superintendents who were then employed were without professional training or experience.

It was under these conditions that Commissioner Bicknell, of Rhode Island, cited the Tiverton experiment and hoped that because "attention, efficiency, and vigilance" were secured by having women on the board, women would be found on many boards of education in the state.¹² Later the Commissioner of Education of Rhode Island pointed out that the wisdom of employing women to teach had been shown for thirty years and that there was no reason "why women may not with equal propriety and efficiency, attend to the inspection of schools as school officers." He believed women better fitted than men for the office of school-board member because of their "more thorough insight into the nature, wants and capabilities of childhood"; and added to natural fitness the experience of women who had served as teachers.¹³ In Connecticut, the leisure of women was advanced as an argument because it was difficult to find "professional men, whether clergymen, lawyers, or physicians, who will spare the time required for the thorough supervision of the schools."¹⁴ The State Superintendent of Public Instruction in Wisconsin expected with women as school officers more assiduous supervision, better teachers and fewer "school buildings and grounds that outrage all taste and comfort and too frequently all decency."¹⁵

Legalization of Membership

Experiences and opinions of the type presented led to acts making legal board-of-education membership by women in many states during the decade of the seventies. There was little or no opposition to the enactment of such laws in the majority of states. However, following the necessary legislation no large number of districts or cities followed Tiverton. Some which elected women to the board of education many years later had equally satisfactory results. Springfield, Massachusetts, did not step "into line with other progressive cities" until 1886, when two women were elected to the board of education. The wisdom of this step was so evident in 1892 that the president and members of the board were "at a loss to understand, in the light of . . . experience, why this movement was not made long before."¹⁶ They urged that one third of the members of the school committee be women. In some instances, however, women did not gain the right to board-of-education membership easily nor were they regarded favorably after such legal right was secured.

California, in 1874, by act of the legislature, provided that women over the age of 21 years who were citizens of the United States and California "shall be eligible to all educational offices within this state, except those from which they are excluded by the constitution." Following this act, Los Angeles had women on the board of education. However, in 1891, when a vacancy occurred, the interest in having women on the board of education had apparently cooled to such an extent that a special committee was appointed to obtain the opinion of the city attorney as to whether women were

¹Counts, G. S., *The Social Composition of Boards of Education* (1911), pp. 45-46.

²*Ibid.*, p. 45.

³Cubberley, E. P., *Public School Administration* (Houghton Mifflin Co., 1922), p. 125. The same view is not expressed in the revised edition of 1929.

⁴Chancellor, W. E., *Our Schools: Their Administration and Supervision*, p. 15.

⁵Hines, L. N., *The Ideal School Board from the Superintendent's Point of View*, Proceedings of National Education Association (1911), p. 998.

⁶Rochester, *Annual Report, Superintendent of Schools*, 1844, pp. 12-13.

⁷Cincinnati, *Annual Report, Board of Trustees and Visitors of the Common Schools*, 1818, p. 5.

⁸Rochester, *Annual Report, Superintendent of Schools*, 1857, p. 25.

⁹*Ibid.*

¹⁰Cleveland, *Annual Report, Board of Education*, 1873, pp. 78-80.

¹¹Rhode Island Commissioner of Education Report, 1871, pp. 69-70.

¹²*Ibid.*

¹³*Ibid.*, 1873, pp. 90-93.

¹⁴U. S. Commissioner of Education Report, 1873, p. 47.

¹⁵*Ibid.*, 1874, p. 450.

¹⁶Springfield, *Annual Report, School Committee*, 1892, pp. 16-17.

"eligible" for membership on the board. The city attorney held that women were not eligible because they were not electors and the city charter provided that all municipal office holders be electors. Following this positive stand, he recalled the act of 1874 which he believed was not to curb cities in providing the qualifications of its officers but admitted that the question is "one of great doubt." In recognition of the debatableness of the issue, he held that "unless the stock of eligible men has run out and there is an imperative necessity for the appointment of a woman, I think it would be much safer to appoint a man to the position."¹⁷

A Boston Tempest

One of the most exciting questions that came before the school committee of Boston during the academic year 1873-74 was whether women could legally serve on the school committee. The press and "excited public meetings" participated in the discussion and the committee was "unsparingly criticized and denounced, both in public and in private, for its action on the subject."¹⁸

Women had been elected and had served in other towns and cities of Massachusetts, but never in Boston, when in 1873, four were elected to be members of the committee of 1874. When knowledge of the election of four women reached the committee, they called upon the city attorney for an opinion concerning the legality of women serving as members. He submitted the opinion that "women cannot legally be elected to, or perform the duties of that office."

On the strength of this opinion, the committee refused to honor the certificates of election which were presented by women who had been elected and since they were "not legally elected" and were "legally disqualified from attending the duties of members of the school committee" their seats were "declared to be vacant" by a resolution of the committee. While this action was under consideration, the seat of one of the women, "at the request of her family, was declared vacant." Indignation meetings followed and the press denounced the committee in "almost unmeasured terms." At the following meeting of the committee, a motion was made to reconsider, but following much discussion it was lost. The discussion was entirely on the legality of the proposition, no consideration being given to the value and fitness of women to serve. Some of the members who voted to "unseat" the women publicly expressed a desire that women might serve on the committee, but believed the election of women to any office contrary to the spirit of the constitution and laws of the state.

The committee now called upon the city attorney for an opinion as to whether the seats declared vacant could be filled by the board of aldermen and school committee as they did vacancies caused in other ways. The attorney replied in the affirmative. Meanwhile, the House of Representatives requested the Supreme Judicial Court (of Massachusetts) for an opinion on the constitutionality of a woman serving on a school committee. The Supreme Judicial Court replied that there was "nothing in the constitution of the Commonwealth to prevent a woman from being a member of a School Committee." A motion was now made at the school committee meeting to invite the women elected to take their seats. A majority of the committee voted to reconsider the matter, but since a second reconsideration, under the rules of the committee, required a three-fourths vote of the members present, and no three fourths were in favor of the reconsideration, the motion was lost.

The Case Lost

The committee now turned to the city attorney again for an opinion as to whether in the light of the Supreme Court opinion, his remained unchanged. He again replied affirmatively, pointing out that while the statutes providing for the school committee did not exclude women specifically, they were ineligible because the intent of the statutes when adopted was that the members should be men. The matter seemed ended now as far as the committee was concerned, many members of which were anxious that it be taken into the courts.

One of the women elected to the committee took the case to the Supreme Judicial Court and petitioned for a writ of mandamus "to compel the School Committee to admit her to her rights as a member thereof." The school committee received notice to appear and show cause why the petition should not be granted. Following the hearing of the case, the court dismissed the petition holding action of the school committee upon all questions "relative to the qualifications, elections and returns" of its own members "final" and "without appeal." The question of the legality of women to serve on the school committee thus remained unanswered. But the legislature quickly enacted a law stating that "no person shall be deemed to be ineligible to serve upon a School Committee by reason of sex." The board of aldermen and school committee in convention then filled the vacancies caused by an action of the committee which had been technically sustained by the court.

Opposition in Washington

The commissioners of the District of Columbia had the power to appoint the members of the board of trustees of the public schools of the district, in 1879, when seven women petitioned, urging that women be appointed to the board. The commissioners, out of a desire to have a harmonious board, asked the board of trustees for an expression of their wish in this regard. The board assigned the matter to a special committee to study the desirability of having women members. A number of the individuals on the committee submitted reports.¹⁹ Of them, Mr. Fairly alone favored women members, because "in all benevolent enterprises women show more tact, skill, economy, and devotion than men." He favored the appointment of a proportionate number of refined and educated "ladies" regarding "the school as an extension of the family and coordinate with the Church, to which woman's love, purity, and fidelity are essential to success."

Mr. Middleton, another member of the committee, who had just as kindly a feeling toward women, had a different concept of the place they should fill. To serve as a report to the commissioners he submitted:

The Board of Trustees beg respectfully to submit that they have all experienced the blessing of mothers, and have seen them around their congenial and happy firesides. As fathers, brothers, lovers, or husbands we have looked upon women as being *naturally* too good, too refined, and too high to mingle in the duties always assigned to the sterner sex, so that from our education and experience we cannot approve of the proposition. Looking at it in its legal aspects, we hesitate to give our views, knowing, as we do, the *principle* of this subject has taxed our ablest jurists and statesmen. Still we beg to submit the following conclusions as to women holding the office of school trustee.

All women legally *can*
Proper women equitably *could*
But true women never *should*.

Mr. Curtis, a third member, believed that probably women could act as intelligently as men "in matters regulating the government of schools or to designate teachers and studies,"

but pointed out that duties requiring a knowledge of business were possibly more important and certainly more laborious. Consequently, as a matter of policy, he did not favor women members. He concluded:

We do not believe that a woman because she is a woman, possesses any special trait which pre-eminently qualifies her for such position, or that a man because he is a man is in any special manner unqualified for discharging satisfactorily the duties of such office. On the contrary we believe that for the discharge of most of the duties connected with the office of school trustee, man by nature, training and experience, has readier and superior qualifications, however superior the other sex may be in the more intimate and responsible relation of teacher and guardian.

A Grudging Recognition of Rights

Denying enlistment with "bigots of the past or missionaries of the present in regard to the limits of woman's sphere," Mr. Lovejoy, a fourth member of the committee, submitted a lengthy report. In part he said:

Intelligent executive authority is presumed to select the fittest agents for its purposes. Having found them satisfactory, conservative executive authority will hesitate and ask for conclusive arguments before making innovations.

The public schools have progressed under the fostering care of the character of agencies you and your predecessors have employed. They are now in a flourishing condition, and assurances of their future welfare are based upon their past success.

In the management of any great system there can be no safer rule than that of letting well enough alone.

Why then appoint women on the school board, and, if women, what women? Will you appoint these seven who are clamoring for representation or will you select from these thousands and tens of thousands yet unheard from, whose very silence indicates that they are not enlisted? Minorities have rights, but majorities have privileges.

The board is more legislative than didactic or pedagogic.

Apologizing for the length of his report, Mr. Lovejoy concluded:

1. Women are legally eligible to the position of school trustee.
2. The commissioners have the power to appoint them.
3. They have no right simply because they are women, to an office.
4. There is no sufficient reason assigned in this [their] petition for their selection.
5. All the possible benefits to the system to be derived from the influence of women are secured by their predominance as teachers, as they hold more than 95 per cent of such positions.
6. The petition of seven women cannot be accepted as the oracle in this district, and if women are to be appointed a candidacy of seven will clamp that eclecticism essential to the selection of the best agents.
7. Seven "mothers" can do the "state" more good in seven homes than upon one school board.

Upon motion this report was adopted as the sense of the board and submitted to the commissioners. The women had suffered a rebuff but they were not to be denied, though years must pass before they gained satisfaction in the District of Columbia. In 1895, an Act of Congress authorized the commissioners to appoint women as members of the board of trustees of the public schools and for this purpose increased the number of trustees from nine to eleven. The District of Columbia Appropriation Act of 1900 which provided for the appointment of a board of education of seven members made no mention of women, but the act of 1906 regulating salaries, etc., which is the organic act under which the schools of the district at present operate specifies three women on a board of nine members.

Thus the fight of women for membership on boards of education has been waged. So successful has been the endeavor that in some instances laws require a certain number of women

(Concluded on Page 71)

¹⁷Los Angeles, Minutes, Board of Education, September 22, 1891.

¹⁸Boston, Report, School Committee, 1874, p. 40.

¹⁹District of Columbia, Minutes, Board of Trustees, October 25, 1879.

Reasonableness of School-Board Rules and Procedure

Supt. Robert E. Cralle, Inglewood, California

While the first test of any school rule is its necessity, the ultimate test is its reasonableness. If this simple fact were understood, a great many difficulties between school boards and teachers, and between teachers and pupils, would be avoided. In fact, the lack of understanding on this point is responsible for a growing number of decisions in which the courts have set up quite definitely the limits of the authority of school boards and teachers in the making of rules, have established criteria which may be followed in judging rules, and have even fixed the liability of school boards and teachers for exceeding their proper authority.

Authority for Making Rules

No rule has validity unless made by an officer or board having legal authority to make it.¹ A board of school trustees, being neither a natural nor an artificial person, does not enjoy the same natural privileges and rights as do such persons. Such a board is merely an administrative agency, created by statute and invested only with the powers expressly conferred, subject to the limitations thereto attached by the legislature.² The powers and duties of boards of education in cities are the same as those of boards of trustees in other school districts and cannot trench upon the system that the legislature has provided for the entire state.³ It would be impossible for the legislature to specify all procedures and directions for the management of schools, pupils, and personnel. While school boards are limited in their power to perform specific duties granted by the legislature or state constitution, they have a legal right to make rules and pass resolutions for the specific conduct of their officers and pupils, implied from the general statutory charge "to make rules and regulations for the government and management of the schools."⁴

Neither the legislature nor the board can enforce any rule inconsistent with constitutional requirements, but, while any rules must be adapted to the promotion of a constitutional purpose and cannot arbitrarily deprive a beneficiary of his rights, such rules may be made as are necessary for the orderly conduct of the schools, and as a guard to the moral and physical health of the pupils, wherever such rules are applicable to all alike.⁵

The management of the public schools is vested in the superintendent of schools and the school board, and their decisions will not be interfered with by the courts, in the absence of fraud and the abuse of discretion.⁶ However, trustees may not exceed the special powers delegated to them since a school district is but an instrumentality of the state, the trustees of which are special agents without general power to represent the district.⁷

Reasonableness of Rules

In the establishment of the rules and procedures which fall within their jurisdiction, school boards must consider primarily the quality of reasonableness, since it is upon that quality that the courts have based their decisions for or against school boards.

A case which came before the Iowa courts

illustrates this point.⁸ A student was suspended from a high school for violating a board rule prohibiting football on the school grounds or in the name of the school. In upholding the school board's judgment the supreme court of the state based its decision upon the following points of reasoning: A board has the authority to make rules and regulations for its own government and that of directors, officers, teachers, and pupils; to expel any scholar from school for a violation of rules or when the presence of the scholar is detrimental to the best interests of the school. It was plainly intended, therefore, that the management of school affairs should be left to the discretion of the board and not to the courts, and the courts should not interfere with the exercise of discretion in what is reasonable and necessary, except in a plain case of exceeding the powers conferred upon the board. A rule may be so unreasonable, or so far beyond the exercise of discretion, that the courts will say the board acted without authority in making and enforcing it. The presumption, however, is in favor of the reasonableness and propriety of the action of the board. The board has authority to prohibit the pupils from playing football in a game purporting to be played under the auspices of the school, since in such prohibition they are exercising reasonable discretion in the management of the school.

Another case in point came before the Indiana courts.⁹ An action was brought by one Michener, the father of the child, against the superintendent, for alleged injuries received by a child who was excluded from school because of being late. School officials denied responsibility for the injury since the child had not been excluded from the building. In returning a decision the circuit court ruled that a board has power, under the statutes, to adopt appropriate rules for the government of schools. It is not necessary that all rules be made a matter of record, or that every act affecting management be authorized or confirmed by formal vote. Any reasonable rule adopted by a superintendent or a teacher, not inconsistent with some statute or some other rule prescribed by higher authority, is binding upon pupils. A general rule implies additional reasonable rules as the best interests of the school may require.

The court ruled further that a rule requiring tardy pupils to remain in the hall, properly heated, is reasonable. In the enforcement of all rules due regard must be had to health, comfort, age, mental and physical condition of pupils, and to the circumstances attending each particular emergency and the condition of the weather. Infirmary of a pupil may require a relaxation of the strict enforcement of rules.

A rule must not only be reasonable, but enforcement must be reasonable in all circumstances. The habit of locking doors during opening exercises is not an unreasonable enforcement of a rule requiring pupils to remain in the hall during that time; but if the weather is unusually severe, and proper steps are not taken for the comfort of the children so excluded, such enforcement is unreasonable and improper.¹⁰

Detention of a pupil for a short time after school as a penalty for some omission or misconduct is one of the recognized methods for enforcing discipline and promoting progress in common schools, if the motive is proper.

A school officer is not personally liable for mistakes in judgment in the government of his

school; to create liability, it must be shown that he acted wantonly, willfully, or maliciously.¹¹

Another ruling which has stood the court test for reasonableness is the rule requiring all school employees to reside within the city and county during their employment. Some years ago, the San Francisco board of education passed a resolution, requiring teachers and other school employees to reside within the city and county of San Francisco. In a test case the court's final decision was expressed as follows: "In view of the fact that the [city] charter requires all its 'employees to be residents of the city' it will not be said that the resolution is unreasonable."¹² To the contrary, so the court's reasoning continued, in contemplation of the fact that the teacher stands *in loco parentis*, that it may become her duty to devote her time to the welfare of individual pupils, even outside of school hours, that the hurrying for boats or trains cannot be regarded as conducive to the highest efficiency, and that the benefit of the pupils, with resulting benefit to their parents and to the community at large, and not the benefit of teachers is the reason for the creation and support of public schools, it is not considered the imposition of additional qualifications for teaching beyond local jurisdiction any more than a resolution that a teacher must be free from a contagious disease. Refusal on the part of the teacher to comply with this resolution implies insubordination, and is clearly a refusal to comply with a reasonable regulation, which refusal constitutes cause for dismissal even if the teacher has permanent standing.¹³

Another timely case is that in which the court established the legality and reasonableness of the dismissal of teachers because of lack of available school funds.¹⁴ This court decision was based on constitutional provisions.

Test cases have also been decided against school boards on the grounds of lack of reasonableness. In one such case the school board refused a pupil promotion to the high school on the ground that he had failed to pass in grammar.¹⁵ The parent did not want the child to study grammar, or any other subject in high school for which grammar is a prerequisite. The court ruled that all children in a township within the prescribed ages for admission to the public schools have equal rights of admission when they are sufficiently advanced to need such instruction. It should be contrary to natural right and to the manifest purpose of legislature to hold that the high school, by arbitrary and unreasonable regulation, can be closed to all but a favored few. There should be no arbitrary regulation to prohibit the enjoyment of school benefits in equal degree by all. The board has power, conferred by statute, to direct the branches of study to be taught, but not to decide what particular branches of study shall be pursued by each pupil.¹⁶

Under the power to prescribe the necessary rules for management, the board may require the classification of pupils with respect to the branches of study being pursued, and with respect to proficiency or degree of advancement in the same branches, prompt attendance, diligence in study, and proper deportment. These rules must be for the benefit of all, and presumptively promotive of the interests of all. No parent has the right to demand that the interests

¹¹Cal. 1911. *Stuart v. B. E. of S. F.*, 118 P 712, 911, S. C. of California.

¹²Cal. 1911. *Stuart v. B. E. of S. F.*, 118 P 712, 1911, S. C. of California.

¹³*Martin v. Fischer*, 108 C.A. 34, 35; 291 P 276.

¹⁴*People ex rel. Martin Van Allen*, 87 Ill. 303, 1897, or 77.

¹⁵*People ex rel. Martin Van Allen*, 87 Ill. 303, 1897 or 77.

¹H. B. Trusler, *Essentials of School Law*, pp. 83-85.

²*Grady v. King*, 202 C 299; 260 P 789.

³*Acosta v. Miller*, 97 C 429; 32 P 558.

⁴*Harris et al v. Kill*, 108 Ill. App. 305.

⁵*Shelley v. Village of Winnetka*, 68 Ill., 530.

⁶*People ex rel. Ranney v. School Dist. City of Cape Girardeau*, 131 Mo. 640.

⁷Mo. 1911 Rev. St. 1899; 9764, 237 Mo. 670.

⁸*Frederick v. Owens*, 35 Ohio Cir. Ct. R 538.

⁹*Pasadena School District v. City of Pasadena*, 166 C. 7; Ann. Cas. 1915 B., 1039; 47 L.R.A. (N.S.) 892 B4 985 *Skelly v. Miller*, 97 C 429; 32 P 558.

¹⁰*Kinzer v. The Directors of the Independent School District of Marion*, 129 Iowa 441, 1906.

¹¹*Fertich v. Michener*, 111 Ind. 472.

¹²*Fertich v. Michener*, 111 Ind. 472.

of the children of others shall be sacrificed for the interests of his child, and he cannot insist that his child be placed in particular classes when, by so doing, others will be retarded in the advancement they would otherwise make, or that he be allowed to adopt methods of study which interfere with others in their study. The rights of each are to be enjoyed and exercised only with reference to the equal rights of all others. Discrimination and preference between different branches of study, until some degree of advancement is attained, is inevitable; afterward, a due regard for the interests of the child will always require it, in a greater or less degree.

The court's decision in the case was that the board's rule, prohibiting the child from entering high school because he had not qualified in grammar was arbitrary and unreasonable, and was not sustained by the court. A similar opinion has been recorded in other cases.¹⁶

Liability of School Boards for Unreasonable Rules

School officials are liable for injury or damage to pupils resulting from the enforcement of a rule only if that rule, or the enforcement of it, is unreasonable. The Supreme Court of Indiana has said regarding the detention of pupils: "However mistaken a teacher may be as to the justice or propriety of imposing such a penalty, it has none of the elements of false imprisonment about it unless imposed from wanton, willful, or malicious motives. In the absence of such motives, such a mistake amounts only to an error of judgment in an attempt to enforce discipline in the school . . . for which the teacher or board is not liable."¹⁷ The Indiana court assumes that the rule is reasonable.

The above reasoning is that of the earlier courts. Later decisions hold that "if a pupil is chastised in the enforcement of an illegal rule, the teacher is guilty of an assault and battery and is responsible therefor both criminally and civilly,"¹⁸ and that "if a pupil is expelled in the enforcement of an unreasonable rule, both the teacher who expelled him and the members of the school board who wrongfully ordered and advised it are liable to such pupil for damages."¹⁹ Decisions in other cases²⁰ are based on the same quality of reasonableness.

While the older decisions upheld the school officers and board when their actions were taken in good faith,²¹ the later court decisions²² uphold the general point of view of liability. Where a rule is unreasonable, or where there is unreasonable enforcement of a reasonable rule, the good faith and honesty of the official cannot destroy the pupil's cause of action, but only can be allowed to reduce damages. In such cases, recovery is confined strictly to compensatory damages.²³

The court decisions all bear evidence that reasonableness is the essential quality, both in the making and the execution of all rules, and in the liability incurred thereby.

Summary

A. Authority for Making Rules

1. School boards are agencies of the state created by statute and invested only with those special powers expressly conferred.

2. The powers and duties of city boards are the same as those of boards of school trustees.

3. School boards have the power to adopt appropriate rules for the management of their schools.

¹⁶Rulison v. Post, 79 Ill. 567.

¹⁷Morrow v. Wood, 35 Wis. 59.

¹⁸Fertich v. Michner, 111 Ind. 472.

¹⁹State v. Mizner, 50 Iowa 145 (H. R. Trusler, *Essentials of School Law*, pp. 83-85).

²⁰35 Cy C 1143 (H. R. Trusler, *Essentials of School Law*, p. 88).

²¹State v. Vanderbilt, 116 Ind. 11.

²²Morrow v. Wood, 35 Wis. 59.

²³H. R. Trusler, *Essentials of School Law*, p. 83.

²⁴Rulison v. Post, 79 Ill. 567; *State v. Vanderbilt*, 116 Ind. 11; *Morrow v. Wood*, 35 Wis. 59.

²⁵Sutherland on Damages, 3rd ed., pp. 43, 100.

4. The decisions of the board and the superintendent will not be interfered with by the courts in the absence of fraud and the abuse of discretion.

5. No rule has validity unless made by an officer or board having legal authority to make it, and the rule of a superior officer takes precedence over one made by an inferior officer.

B. Criteria for Reasonableness of School-Board Rules

1. A rule, or its enforcement, must apply to all alike under the same circumstances.

2. A rule must not exceed the power conferred upon the board.

3. A board must use discretion in making a rule.

4. A rule must be appropriate.

5. A rule must not be inconsistent with some statute, the constitution, or some authority higher than the board.

6. A rule, or its enforcement, must take due regard for the health, comfort, age, mental and physical condition of the pupils.

7. A rule must take due regard for the circumstances attending each particular application of it.

8. In the enforcement of a rule, the condition of the weather or the infirmity of a pupil may require relaxation of strict enforcement.

9. A rule must not be made or enforced in a spirit of malice or willfulness.

10. A rule which is motivated by lack of funds is reasonable.

11. A rule considering first the benefits of pupils, parents, and community takes precedence over one which gives first consideration to teachers or other employees.

12. A rule must not apply to a favored few, but must promote the interests of all, and its benefits must apply in equal degree to all under the same circumstances.

13. A rule must take note of the manifest intent of the legislature.

14. A rule is reasonable if its motive is the maintenance of the morale of school administration, provided other characteristics are reasonable.

15. A rule must not be arbitrary or personal.

C. Liability of School Boards for Unreasonable Rules

1. School officials are liable for damages which are due to the enforcement of unreasonable rules.

2. School officials are liable for damages which are due to the unreasonable enforcement of reasonable rules.

3. Courts may mitigate the amount of damages under unreasonable enforcement if the enforcement was in good faith.

The County Unit Plan in Wyoming County, West Virginia

C. A. Blankenship, County Superintendent, Pineville, West Virginia

The board of education of Wyoming County, West Virginia, has completed during the current school year the consolidation of ten elementary schools, and has reduced the total number of teachers from 272 to 245 for the entire county. Next year, it is planned to effect the elimination of eight to ten further elementary schools through consolidation.

As a step in organizing a supervisory program for the school year 1933-34, a system of zoning the county was employed. The purpose of the zoning organization was to make contacts between teachers and supervisors possible and practicable. The teachers of each zone meet once each month, under the guidance of the assistant superintendent. Activity in the teachers' meetings centers around the single aim of the improvement of teaching. The objectives set up at the beginning of the school year indicate the achievement expected of the teacher committees.

Planning of the Work

At the beginning of the school year, a plan of work for the year 1933-34 was approved by the board of education and issued through the office of the county superintendent of schools. This plan of work included a statement of the purposes of education as conceived for Wyoming County under the present conditions, together with objectives for school attendance, supervision, and an outline of the plan for administration and supervision. The plan was placed in the hands of every teacher, the members of the board, and officials of the state education department.

Objectives Set Up to be Achieved by Committees

1. To become thoroughly acquainted with, and to assist in directing in their respective zones, the general plan of work for the year as outlined by the central office.

If education increases the power to produce and conserve wealth beyond the cost of the education, then the amount spent upon education is immaterial. It is not an expense but a paying social investment even when measured in money values. — A. Caswell Ellis.

2. To set up general objectives for instruction in all subjects for separate grades.

3. To prepare informal objective tests to be used in checking achievement.

4. To direct the work of supplementing and enriching the course of study.

5. To put into the form of written reports or digests the results or findings of committees, such reports to be made available for all teachers.

6. To cooperate with the county council of education and school officials in determining new school policies.

7. To set up minimum standards of achievement for pupils in each school subject.

8. To work out definite methods and practices for enriching the club work and extracurricular activities.

9. To set up minimum equipment necessary for each grade so that work may function with efficiency and economy.

Testing

This year marks the beginning of a uniform testing program for the schools of Wyoming County. Outlines of subject matter in certain subjects have been provided by the superintendent's office in order to encourage uniformity in teaching these subjects. Upon the basis of these outlines, teachers construct new-type tests which are submitted to zone chairmen at the end of each monthly period. After revising and condensing these tests, zone officials forward them to the office of the assistant superintendent where they are further revised and condensed to an examination of proper length mimeographed, and sent back to teachers to be used as the regular monthly test. Complete answer keys are provided with suggestion of approximate time for administering test, uniform suggestions for scoring, and possible or desirable scores. Sufficient copies of each test are printed so that all pupils taking the test may have an individual copy.

In the operation of the plan, the county superintendent of schools of Wyoming County is the chief administrative officer and secretary of the board of education. An assistant superintendent is in charge of the supervisory program for the entire county. The secretary is in charge of the enforcement of the compulsory-attendance law for the entire county.

Effect of Economic Trends on the Advisement of Youth

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In the approach of this subject it is necessary to understand what is meant by economic trends. A proper conception of economic trends involves three classifications — the first known as seasonal variations, the second, cyclical movements, and the third, secular trends. The problems which arise out of seasonal variations are not of interest to us in this inquiry. Cyclical movements, however, are of considerable importance in presenting immediate problems at different phases of the business cycle, that is to say, in the periods of prosperity, decline, depression, and recovery. Nevertheless, it is fitting to observe that no adviser of youth builds the foundation of his work on the exigencies of any one phase of the business cycle — he must of necessity see through the complete cycle and beyond. It is this fact that leads to the consideration of the third kind of movement, the secular or long-time trend. This secular trend is the general movement or direction of industry and business as revealed by price movements and economic activities. These are brought to light by statistical analysis which allows for or eliminates seasonal variations, making clear the *general* direction of business activity.

To shorten our discussion it may be necessary to say that at the present time the major secular economic trend is one of lower prices, not necessarily money prices, but lower real prices. But it is more than that; it is the beginning of a new epoch.

There are trends within trends. Scholars have worked out the trends for as long a period as a century. Obviously, we are not here interested in such long-term trends, but rather in the trends which course approximately a generation. Of course, we are first immediately affected by the depression phase of the present business cycle, and particularly the recent economic depression and the inevitable recovery.

What is Advisement?

Having refreshed our minds on the significance of these movements, we may now turn to the consideration of the advisement function. What are the functions and purposes of advisement? We can all agree that by the advisement of youth is meant the function of aiding him to adjust himself satisfactorily in the socio-economic order. This includes the well-known fields of educational, vocational, social, and moral guidance. The necessity for guidance becomes evident when it is understood that every person is subject to the effect of social and economic forces. These forces have a definite bearing on life situations of people. They determine to a large extent the nature of the subjective experiences of individuals, and hence result in particular kinds of relationships with the outside world, or what is called objective reality. Economic trends reveal the direction and intensity of these socio-economic forces, and it is an understanding of them which is necessary to make advisement for young people effective.

Factors of Advisement

We may now consider the major factors involved in any advisement program, and then point out how economic conditions affect these factors. There are:

1. The personal qualifications, or the personal equation of the youth himself.

2. The environmental factors, with which the individual does now or must sooner or later establish a definite relationship.

3. The institutional aids and influences which affect his relationships to his environment (among these would be included governments, schools, churches, and many modern social organizations).

4. The character of the labor market, which involves the degree of intensity of the youth's need for employment and the degree of intensity of the need of employers for labor.

5. The character of the advisement, that is, the curriculum, so to speak, depending upon the personal knowledge and wisdom of the adviser.

6. The methodology of guidance, that is, the science or technique of advisement.

7. The adviser himself, or the agency offering advice and guidance.

It will be seen in examining these factors that most of them are variables. One may at first thought hold that environmental factors are permanent, but on analysis it will be apparent that even environmental factors are subject to considerable variations. We may, therefore, look upon these factors, especially the first five, as changing, or potentially changing factors. It will be our purpose now to analyze these different elements that make up the totality of an advisement program in the light of the influence of economic conditions.

The first question which arises then, is with reference to the personal qualifications of youth. Does the economic situation cause any change in the personal qualifications which must be considered desirable for the success of youth. The answer is certainly "yes." In a period such as the present a boy must be a better boy for a similar situation than he was formerly. He must face the prospect of more hardships. He must be ready to meet keener competition in the labor market. He must show an earnestness which may not have been so necessary under other conditions. He must face the prospect of strong discipline. An important situation under present conditions which is likely to continue in a large measure for some time to come, is a less tolerant feeling on the part of management toward its employees. This is a product of economic stress.

In many cases employers under such conditions are looking for an excuse to dispose of the services of particular employees. It is obvious that there must be an enhancement in the moral qualifications of the youth to meet the new situations. He must pay stricter attention to the details of his business, to the demands of his employers and to his general working situation. Moreover, because of labor-legislation requirements concerning safety and sanitation, a more rigid selection is becoming increasingly necessary. All of which means that the boy of tomorrow must function satisfactorily in more far-reaching aspects than was necessary yesterday.

One might add another consideration: The increase in mechanization which is so well established a fact in our economic system gives rise to new potential diseases and disabilities. As a consequence, the boys will be preferred who are more amenable to the rules of health and safety than might have been characteristic of the boys of yesterday. It is an important

observation that under an economic trend such as the present it becomes more imperative that the boy must "sell" himself in order to maintain his economic opportunity. He cannot so easily rely upon the word of advisers and friends. This calls for broader and deeper personal qualifications, involving a better general background of general education than was considered essential under former conditions. The implication of these things can be gathered by the educator so far as it affects the preparation of the boy for his future opportunity.

Environmental Factors

With reference to the environmental factors it may be observed that formerly it was necessary to continually warn youth against the temptations to foolishly waste his money and to live beyond his means. This temptation grew out of his environment. Everybody was doing it. Tomorrow less emphasis will be necessary in warning the boy concerning the waste of his time and energy in satisfying needless and useless wants. Economic pressure will have much to do with the solution of that problem. To illustrate: A few years ago people were boasting about the profits they were making, the salaries they were receiving, the material things which they could buy. Today they are, in like situations, more ready to boast of the losses which they have sustained, the lack of things they are able to buy, the old clothes they are still wearing, and so on. In fact, this psychology has been so universal that it has been seized upon by advertisers. This environmental influence simplifies the problem for the adviser in inducing the boy to refrain from throwing away his youth in needless, useless, and demoralizing expenditures of energy and money. On the other hand, home conditions are not so wholesome and free as they were yesterday. Youth is likely to have a more serious demeanor now, perhaps bordering on mental depression. This requires as a counterpart extraordinary insight on the part of the adviser who must have extreme faith in the ultimate efficacy of our socio-economic institutions and in our ability to modify them in the social interest.

Working conditions in the slow recovery are likely to be much more simple than formerly. The elaborate cafeterias and factory-service work which have been set up in the post-war era are likely to be considerably modified under the new trends. The individual is going to be thrown more upon his own resources so far as his own personal comforts and enjoyments are concerned.

"Leadership" and Advisement

At this point I think it important to emphasize the necessity for a change in the psychology of advisers with reference to the platitudes handed to youth concerning "leadership." These platitudes and assumptions are also part of, if not the product of, environment. While it is not suggested that we should deprecate genuine ideals of youth, we must nevertheless realize that one of our difficulties inheres in the general advice to all our young people that they must become leaders. It is a fallacy to suppose that any of the great tasks of democracy and industry can be performed equally well by all kinds of people. Some time ago a high-school paper in a suburban school used as its motto the phrase, "Lead, don't be led." An analysis of this kind of motto shows the shallowness of some of the instruction given to youth. It is necessary that people be "led" in order that there can be leaders, and we must not hold out false hope that all the people whom we

advise are going to be some day leaders in the popular sense. The satisfaction of the ego of the individual can be obtained in other ways than through the act or consciousness of positions of superiority. A coöperative commonwealth such as we have in actuality, whether this coöperation is voluntary or enforced, requires extraordinary coöperative effort on the part of everyone and necessitates a psychology which makes this coöperative effort easy and smooth. It is better to advise youth to play his part, to do teamwork and enhance the achievement of the group he is in, than to give him the illusion that some day if he follows the prescribed rules of virtue he will become a leader, especially when he exhibits no aspects of leadership.

The matter of economic security is a matter which is beyond the individual himself and inheres in our imperfect economic organization. No mere practice of virtuous conduct on his part will guarantee to him this much-desired economic security. While, no doubt, the individual has some part to play, nevertheless the forces which lead to insecurity are beyond his immediate control and must be mitigated by the action of society as a whole. This must come in the near future, and when it does come it will probably come at the expense of some of our institutions of social life which we have thought hitherto so indispensable, such as our much-vaunted liberty and personal freedom. In order to get security we must, no doubt, be prepared to give up a certain amount of our "rugged individualism."

Institutional Aids

When we think of institutional aids which influence the individual, we may refer first of all to government, which, of course, is paramount under modern conditions. When we speak of security, we may picture in our minds the great evolutions of practices and procedures which mitigate, if they do not obviate, the problem of unemployment. Unemployment insurance itself is one kind of institutional aid coming to the individual—to do something for him which he could not do for himself.

Legislation, which is increasingly designed to protect the individual against the hazards of sickness and disease, for example, the workmen's compensation legislation, is another sort of institutional aid assisting the youth in his adjustment to the economic machine. However, this requires of youth certain fidelity to the cause of social economy. Public employment offices, life advisement programs, and vocational-guidance departments are institutional aids. The institutions of government, to function adequately on behalf of youth, must require increasing interest and loyalty from youth. The future will necessitate a considerable transfer of loyalties of youth, which in the past were largely monopolized by industrial organizations, to government and public or semipublic institutions. In other words, it is not likely that the loyalty of a youth to his employer will be greater than his loyalty to these public institutions. For it must be apparent to the youth as time proceeds that the governmental units and established social institutions are, in the last analysis, the source of his protection and the guarantors of his sustenance. It is quite apparent, in spite of all the protestations to the contrary, that the trend in economic life is for more government participation. It is not economic enterprise that is deficient but its control, and adequate control is government. Political government must take on more and more the character of a regulator of economic activity for the welfare of the state. In reality, there is no such thing as separation between government and business. Every business transaction directly or indi-

POOR ECONOMY

Economy has been overdone in many cases. It has been applied in the case of school supplies and equipment to the extent that it has tended to create the impression that nothing should be purchased.

It is poor economy to employ good teachers and then deny them the use of those materials which are essential in good teaching. No one would contend that it is good economy to employ a good carpenter to erect a building and then deny that carpenter the use of the tools of his trade. Neither is it good economy to attempt to teach children without providing the necessary learning tools. Just as carpenters' tools are essential in the construction of a building, books, maps, and other schoolroom equipment are essential in the teaching of children.—Chas. A. Lee.

rectly has the sanction and protection of government if it is not specifically outlawed. A close coördination of industry and government is inevitable if our civilization is to remain intact. The opposition to it and the failure to recognize this fact is an evidence of a lack of understanding of the play of real social and economic forces. In short, the advisement of youth tomorrow must be undertaken with much more knowledge and appreciation of the function of public and semipublic institutions as they affect the lives of the individual citizens than at any time in the past.

The Character of the Labor Market

The character of the labor market is expressed in the intensity or lack of intensity of the need for a job. At one time the intensity of a person's need for a job is much greater than at another. In the present trend it is plain that the prospective employee needs the job in a much greater degree of intensity than would be likely under other conditions. In other words, the boy needs a job now much more urgently than the employer needs labor—which leads to the counterpart of this point of view, that the degree of intensity of the employers' need for labor is much less. In fact, the employers' demand was almost to the point of zero during recent months, and I might add, is likely to be less intense for some time, than that which characterized the former period of prosperity. To put it another way, speaking in terms of the labor market, the present trend is a buyers' market. The employers are buyers of labor. People entering industry are selling their labor. The conditions are strongly in favor of the buyer and against the seller. In times of our vivid prosperity the market was a sellers' market. In other words, the advantages were with labor in selling its services and the disadvantages were to a great extent with the buyers of labor. The tables are now turned and will remain so for some time to come. Now as we have already indicated, this degree of intensity of the need for the job on the part of youth has a significance bearing on the character of personal qualifications necessary. The vocational-guidance procedures and philosophies must adjust themselves to this buyers' market for labor. It affects the whole psychology of approach of a prospective employee to the job. It must be recognized both by the adviser and the youth who seeks to enter employment.

Methodology of Guidance

From what has been discussed it is now apparent that changing economic conditions affect appreciably the methodology of guidance. Perhaps ample study and attention has been given to the methodology of this work. Its technique is the scientific aspect of this guidance and if its principles have been worked out correctly

and evolved scientifically they should be as efficacious under one set of conditions as another. Advisement, then, becomes more of an art as distinguished from the methodology which is technique or science. This art must go through considerable refinement. The adviser cannot work on the same hypotheses as he worked yesterday. He may manipulate the same kind of brush and utilize similar paints but he must change the combination of colors and portray an entirely different picture. He must take into consideration these changes which economic movements have made upon the factors which are involved in the whole guidance procedure. This requires of him a knowledge of social and economic institutions and forces much more profound than was characteristic of the advisers of yesterday.

When jobs are plentiful and work ample it is much easier for an individual to work out his own salvation than when he has to stand against adverse economic conditions. It is in such conditions as the latter where the utmost must be obtained from the established economic and social institutions to prevent youth from running amuck, to prevent a demoralization of his outlook, of his psychology, and hence his character.

Advisement Curriculum

What shall be said of the curriculum aspect of guidance? What do economic conditions require in the way of sound advice for youth in his present outlook? In a summary way, it may be said, first of all, that there must be a concerted counsel against early specialization and a profound and sincere advocacy of more general educational background, which becomes not only a cultural asset but a groundwork for specialization whenever that becomes desirable. I wish to quote from a recent report of a national medical study which involves a statement that can be applied with equal weight to any calling or profession.

"Undue emphasis has been given to the various specialties. This subdivision of labor has gone beyond the actual needs of the community and most patients. It has been greatly overdone, especially in the large cities.

"Only those who have had a thorough training should be permitted to practice as specialists.

"The main change in schooling of physicians suggested is a sound general education. This is held of more value than a narrow technical training in the premedical sciences."

There is no calling or profession, in this complex socio-economic order, for which there can be adequate preparation either from the individual or social point of view, be that calling high or low, which does not demand all of the educational background that the individual can assimilate. Moreover, the increasing use of enforced leisure requires new and better standards of evaluation. Life must come to mean more than food and raiment. Of old it was truly said, "Lay not up to yourselves treasures on earth: where the rust and moth consume, and where thieves break through and steal." In short, there must be more emphasis upon intangible things, upon the eternal purpose of life, and upon the satisfactions of the mind, what economists call "psychic income."

Necessities for reasonable living must, and will in the future, be within the reach of all, but after that, what? A real philosophy of life! The meaning of existence. Why? Because it would be merely a desirable thing? No! Because it is paramount if our civilization is not to go down in chaos. This philosophy of life, this determination of values, will decide the way in which people spend their incomes. When one speaks of a philosophy of life it does not mean that one is talking about an abstraction. This

is a very concrete thing. People who spend their income on harmful drugs or bad liquor, and the like, instead of in self-improvement for eternity and time, or the enjoyment of art, music, or literature, reveal a philosophy of life, even though it may be set forth in a negative way. The choices are made because of the valuations behind these choices, and these valuations, whatever they are, reflect the results of the thinking or lack of thinking of the individual in question. The emphasis should be upon making a living, with all that implies, rather than making money, or acquiring material wealth. Making a living involves something more than the mere satisfaction of the necessities of life. It involves the whole functioning of the individual in his entire social situation. An organized life is the necessary aim, rather than to have life the mere resultant of the play of uncontrolled forces arising out of competition for the accumulation of material things.

It has been customary to advise young people to save. There is some doubt about the efficacy of this advice. Thrift is a noteworthy virtue but thrift does not mean penurious saving. Thrift means wise expenditure of income. Henry Ford made a statement to the press some years ago that people under 40 should invest in their own future and development rather than endeavor to save. While Henry Ford may not be accepted as a social philosopher, nevertheless there is much merit in this observation. In fact, with the prospects of de-

veloping technology in the new economic era to come, it is quite doubtful whether there will be any great necessity for private savings. A new book sets forth the idea that the experience in the earlier part of life should be a preparation for the great possibilities which can be rendered after 40. The pendulum is swinging from the idea that this is a young man's age to the point where it is understood that the older people in our society can contribute values which youth is unable to render. Older people have experience, judgment, and understanding which can come only with the years. It would appear that the economic resources of youth, whatever they may be, should, as much as possible, be spent on increasing the equipment of the person so that he can render greater service in later life. Perhaps the result will be a steadier economic society.

With the growth of technology the implication is clear that youth must be prepared for a citizenship which in the future will have less to do with the problems of economic enterprise than with those of social living. It will be necessary that young people learn to become good citizens and neighbors in order to develop the kind of a cultural life which will make our civilization what it needs to be. It follows from this observation that it is difficult to advise youth as to particular occupations. It might be said for the earlier years in industry that the kind of occupation which an individual enters

(Concluded on Page 68)

To the Members of the Department of Superintendence: Open Letter Number Eleven

The publishers of the SCHOOL BOARD JOURNAL suggested that I make a few comments on the February meeting of the Department of Superintendence and thus conclude this series of Open Letters.

Attendance. The meeting was largely attended. The official figures on registration have not at this date (March 3, 1934) been tabulated, but unofficial figures indicated a registration of eight thousand which is approximately the number who registered for the Washington meeting in 1932.

There are several reasons for the increase in the attendance:

The first is the fine location of Cleveland. The geographic center of the membership of the Department of Superintendence is Dayton, Ohio, which would indicate that any meeting held within a reasonable radius of that city has a large potential drawing power.

Second, the improved financial conditions, while far from normal, undoubtedly stimulated attendance. It is reasonable to expect that unless another economic set-back occurs within a year or two we shall have conventions again of ten or twelve thousand in number. Whether this is particularly desirable or not I do not know.

The Banquet. The number of plates set for the banquet was 2,150. This was the limit of the hall. There is no question but that several hundred more tickets could have been sold. There were 3,500 people seated in the balcony, making a total attendance of 5,600 at this first banquet of the Department of Superintendence.

From the reports which friends were kind enough to give to me, nearly everyone at the banquet had a good time except the President. I didn't! I heard of Dr. Merriam's illness Sunday afternoon. Fortunately we were able to persuade Rabbi Silver, with only 24 hours' notice, to attend the banquet and make an address. Those who heard his address agree with me that it is one of the high spots of the entire

week. We are deeply indebted to him. If you can, I hope you will write and tell him how much we appreciated his eloquent and stirring appeal.

At four-thirty Monday afternoon I learned that Governor McNutt's train was late. From that time until the final adjournment of the meeting we received, every half hour, reports on the train. He made every effort to be there even to the extent of chartering a plane. The pilot, however, refused to fly because the visibility was bad. Governor McNutt arrived at eleven o'clock P.M. and had to return that night on the sleeper in order to attend an important meeting in Indianapolis Tuesday morning.

We are deeply indebted to the Cleveland committee for the banquet arrangements and for the splendid program of entertainment which they put on.

Topic Groups. The new arrangement of the topic groups apparently was successful. Credit for this is due entirely to the seven Committee Chairmen, Messrs. Roberts, Kadesch, Ballou, Givens, Butler, Norton, and Jensen; to their secretaries; to the chairmen and secretaries of the topic groups; and to all of those who participated so freely in the discussions. When the members know that by eleven o'clock Tuesday night 55 of the 77 committee reports were entirely completed, mimeographed, and distributed to the press, they will realize that the General Subject chairmen and their associates worked hard, long, and systematically. It is a tribute to the administrative ability of all of them. When the printed proceedings are received, these 77 reports and the 19 addresses given at the general sessions will prove to be stimulating and helpful.

Mr. Farley and his associates deserve great credit for the fact that they had the preliminary publicity program so well in hand.

The New President. The convention chose wisely and well when they selected E. E. Oberholtzer, of Houston, Texas, as its President for

1934 and 1935. He is a man of courage and will direct the affairs of the Department with vigor.

Appreciation. I cannot close this statement without expressing my gratitude to all of those who spoke at the general sessions; to Superintendent Lake and Director Russell V. Morgan, of Cleveland, who left nothing undone to assure that Cleveland would give to this convention that high quality of music and hospitality for which Cleveland is so justly famous; to Secretary Shankland for his devoted, loyal, and efficient service to the Department; to all of the secretaries and clerks of the Department of Superintendence for their conscientious service; to the members of the Department for their good sportsmanship and very fine, sympathetic attitude; and to the publishers of the SCHOOL BOARD JOURNAL for making it possible for me to send these "Open Letters" to the members of the Department of Superintendence.

To be elected President of the Department of Superintendence is to be chosen for a position of great responsibility. I shall never cease to be grateful to the members of the Department for having given me the opportunity to be President. It is an experience which I shall always cherish.

Progressive Education Association. Official duties kept me in Cleveland until Friday afternoon, March 2. The Cleveland morning papers for that day reported a meeting of the Progressive Education Association at which addresses were made by a Mr. Beale and a Professor Watson ridiculing the convention of the Department of Superintendence and its members. The Department was called "defunct" and its members "scared rabbits" who ran to their warrens at the first hint of danger. To quote the New York Times for March 1, 1934: "Meanwhile American teachers and school superintendents were being accused of 'cowardice and pretense' by speakers before 2,000 persons gathered for the convention of the Progressive Education Association."

This is as false and unfair a statement as could have been made. Anyone who attended the 64th Annual Convention of the Department of Superintendence and observed, in an unbiased way, the various general sessions of the convention and the 77 group meetings must have been impressed with the lack of "pretense" and the presence of sincerity and the courageous way in which the superintendents attacked the many problems confronting them.

School superintendents are proud to be conservative men and women serving the interests of the schools to the best of their abilities and defending them against vicious and unfair attacks. They will not treat the 24,000,000 school children of America as if they were guinea pigs furnished for any wild experiment which may be proposed. The superintendents see nothing to be gained in being "left wing" or radical. Steady gains obtained through a careful evaluation of each proposed step are preferred by them to an unsystematic, unscientific, and unplanned course of procedure which would lead the schools into strange lands.

"Scared rabbits" is hardly the appellation to apply to a group of superintendents, teachers, and board members who have made the record they have during the last four years and who faced, at Cleveland, frankly and fearlessly, their problems.

The vitality of the Department of Superintendence is such, that it will be in existence long after the speakers at the Progressive Education Association shall, happily, have been forgotten.

Faithfully yours,

PAUL C. STETSON,

First Vice-President

March 3, 1934

The School Board *and* the Internal Administration of the Large High School

S. A. Hamrin, Associate Professor of Education, Northwestern University

In an earlier article,¹ the superintendent's relationship to the internal administration of the large high school was discussed. The powers and responsibilities now vested in both superintendents and principals, however, are delegated ones. The ultimate local authority for the organization and control of high schools, large or small, resides in a board of education, or school board as it is sometimes called. The extent and nature of the delegation of this responsibility for the administration of large high schools is worthy of our consideration. Should school boards attempt to exercise detailed direction and control over such schools, or should they delegate this duty? Whom should the board hold primarily accountable for the success of the high school—the superintendent of schools, or the high-school principal? Should boards define the work of these two administrators? These and many other questions come to mind in an examination of the board's function in the administration of large high schools.

Specialists in public-school administration seem to be quite well agreed that it is the function of a school board to see that the schools are properly administered rather than to attempt to manage the school directly itself. Further, it has been repeatedly suggested that the most important task of the board is to select a well-qualified superintendent, delegating to him authority for the management of the entire enterprise and holding him accountable for its success.²⁻³ How will these principles affect the relationship of the board to the high school? To what extent are boards putting into practice such theory of sound educational administration?

The Superintendent is Responsible

The school boards hold the superintendent of schools rather than the principal primarily responsible for the success of the high school. This appears to be especially true in the larger cities, where the administration of any individual unit is removed somewhat from the direct oversight of the board. At the same time that boards delegate to the superintendent the duty of managing the high school, they appear glad to give the high-school principal such credit and authority as does not interfere with the primary commitment of this obligation to the superintendent of schools. These views are expressed by the following comments of presidents of boards in discussing this problem:

"Members of the board hold the superintendent of schools responsible for the success of the high school, though we do give the principal a share of the credit for such success as has been attained by his school."

"The superintendent's job is to run the entire system. He should give the principal as much authority as possible and yet have the entire system coördinated."

"The superintendent is responsible for the whole, the principal for his unit, the same as in a military organization where a colonel is responsible for the regiment and the captain is responsible to the colonel for one company, or one unit of the whole."

The school board does not, as a rule, define the work of the principal, leaving this mat-

ter to the superintendent. In nineteen out of twenty cases, school-board representatives said that it was the policy of their boards to leave the delegation of authority over the high school to the superintendent. While it is sound practice to centralize the authority and responsibility for the entire system in the hands of a trained executive—the superintendent of schools—nevertheless it would also be good procedure to have the duties of the principal both to his superior and to his school definite and clear-cut. The tenure of the principals in twenty high schools studied by the writer was longer than that of the superintendents of schools in these same cities.

The Principal's Part

There are two possibilities fraught with danger when there is no written, definite, clear-cut definition of the authority and responsibility of a principal for the administration of a school. A strong principal, under a weak superintendent, may become independent of the superintendent, and the school system will lack unity. When such a superintendent is succeeded by a more able one, there is likely to be an immediate clash of authority. Again, a strong superintendent may delegate so little responsibility to a high-school principal, retaining authority and initiative for himself, that it is impossible for a principal to function in a way that is conducive to sound internal administration. A well-defined exposition of powers and duties makes for good administration. A board would act very wisely in asking the superintendent to outline the work of the principal, the principal's relationship to the superintendent, and his responsibility within the high school. Such rules, once accepted by the board, would commit the board and the system to an administrative policy intelligible to all concerned.⁴ That boards do not always have definite ideas as to the particular functions of the superintendent of schools and the high-school principal is indicated by a few of the comments of board representatives when asked as to the respective duties of superintendent and principal:

"We want them to organize for efficiency. They are supposed to be specialists."

"We leave it all to the superintendent."

The president of one school board was of the opinion that the high-school principal in that system was given a great deal of power and initiative. Conferences with both principal and superintendent showed this to be untrue. The lack of understanding as to the individual responsibilities of the superintendent and principal was detrimental to the administration of this high school in the opinion of both principal and teachers.

⁴Reeder, Ward G., *The Fundamentals of Public School Administration*, Macmillan, 1930, pp. 16-18.

BARGAINS IN TEACHING

Wise buyers know that there is really no such thing as a bargain. In the long run you get exactly what you pay for. The quality of ability attracted to teaching varies according to the rewards for teachers' services. The quality of instruction your child receives at school is governed by factors beyond the control of the teacher, beyond control of the superintendent. It is governed in the last analysis by the share of the tax dollar which your community is willing to pay for teachers' salaries. — Wm. D. Boutwell.

Again, a president of a board, a banker, gave this suggestion: "A superintendent is wise to counsel with and give as much authority as possible to the high-school principal. This is merely good business organization."

The writer is of the opinion that this suggestion had never been expressed in the local school-board meeting. Certainly it was not a matter of board policy, definitely expressed. The school would have been a better one perhaps had it been so enunciated.

The Board and the High School

In communities with small high schools the board frequently has first-hand contact with the high school and its work. As the city grows in size, and the high school becomes larger and more complex in function, such personal contacts are very limited in scope and number. How then shall the board learn of the work of the high school? Shall it have a board committee whose particular concern is the internal administration of the high school? Shall it invite the high-school principal to board meetings, and have him interpret the school and its task to them? Both of these procedures are being used by boards in school systems in mid-western cities. Neither represents sound practice. The following comments illustrate these procedures:

"We have a committee system; some of the board committees are very active in high-school work."

"We are attempting to make direct contact with the high school by having the high-school principal meet with the board."

Having set forth explicitly that the board hold the superintendent responsible for the success of the entire school system, including the high school, it was further suggested that the board define the extent and nature of the responsibility of the principal, who is to work under the superintendent. With this as an administrative policy, it is natural that the board's professional contact with the high school will come through the superintendent of schools. The high-school principal will be expected to make certain stated reports to the superintendent, who in turn will account to the board. This concept is clearly stated by a board president:

"The board's contact with the high school is through the superintendent of schools. The superintendent is responsible for the general conduct of all our schools, though the high-school principal is in direct charge of the high school."

Board representatives when interviewed expressed the opinion that the boards wanted a high-school administration that would function well, make no trouble, and run smoothly. This probably portrayed the major interest of the twenty boards, studied at first hand, in the internal organization of the high schools. The boards were apparently well satisfied with their high schools as they were being administered. They were practically unanimous in their praise of their local high schools. Some of their comments were:

"Our community is well satisfied with our high schools."

"Ours is one of the best high schools in the states."

"We feel that it is now functioning satisfactorily."

With their interest in results rather than in the details of administration, with an intelligent reliance upon their superintendent, school boards are, in the main, contributing to efficient high-school administration. They could improve the internal administration of the high school, however, by a more clear-cut definition of the function of the high-school principal.

¹Hamrin, S. A., "The Superintendent and the Internal Administration of the Large High School," *SCHOOL BOARD JOURNAL*, Vol. 87, No. 6, Dec., 1933.

²Cubberley, Ellwood P., *Public School Administration*, Houghton, Mifflin Company, 1916, pp. 118-122.

³Graves, Frank P., *The Administration of American Education*, The Macmillan Co., 1932, p. 443.

PORTFOLIO OF MODERN SCHOOL BUILDINGS



ANDREW LEWIS HIGH SCHOOL, SALEM, VIRGINIA
Louis Philippe Smithey, Architect, Roanoke, Virginia.

A Virginia Colonial High School

Beauty, splendid adaptability to a rather inclusive program of education, and utmost economy in cost and operation are the ideals sought by the architect and the school authorities in the design, plan, and construction of the new Andrew Lewis High School at Salem, Virginia. In developing the exterior in red brick and gray limestone, the architect has utilized precedents found in the colonial architecture of the region, and has produced a dignified building that fits well into the *Stadt Bild* of the town. The open type of plan which has been used to allow for future expansion and to provide for community use of the larger rooms, fulfills all the needs of a comprehensive educational program developed by the administrative and teaching staffs under the state requirements. All details of construction and equipment have been studied for moderate first cost and long wear so that ultimate economy may be achieved.

The building is built with concrete floors, brick-and-tile masonry walls, and steel struc-

tural work for the long spans of the gymnasium and auditorium roof. The foundations throughout are concrete, and the basement has been omitted, except for a small area under the gymnasium, in which have been located the boys' lockers and showers, the cafeteria, and the boiler and coal rooms. The cafeteria has full-length windows and is adequately lighted because the building lot is considerably lower on this side of the structure.

The arrangement of the first floor is such that the auditorium and the gymnasium can be operated entirely independent of the classroom section of the building, which is in the middle of the two wings. The classroom unit contains to the right of the main entrance the public office of the school, ample space for storage, and a private room for the principal. There are also on this floor six standard classrooms, a retiring room for the women teachers, and toilets for boys and girls.

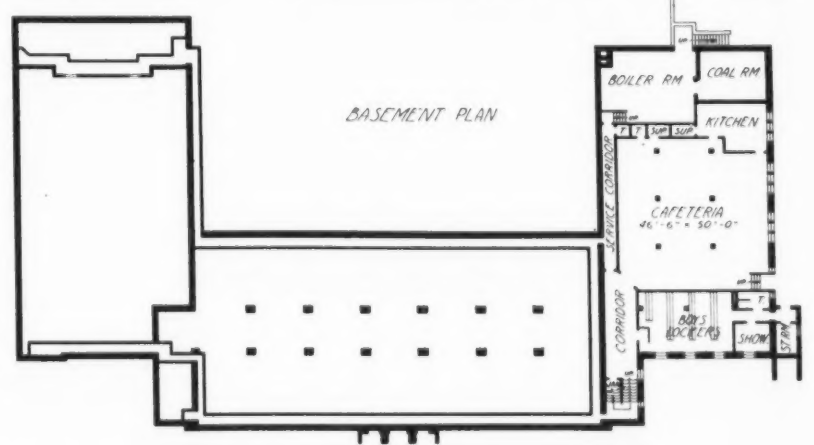
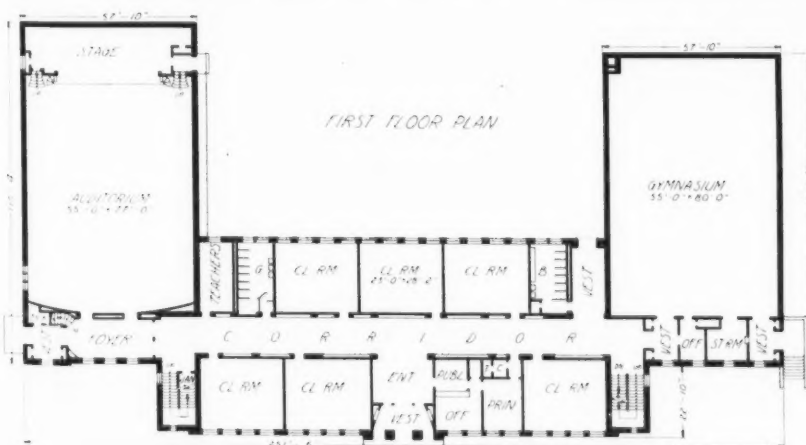
The auditorium, which measures 55 by 77 ft., has a concrete floor, with asphalt-tile cover-

ing in the aisles. The foyer and vestibule of the auditorium are formally treated with asphalt-tile floor, marble base, and Keene-cement wainscot. Ornamental-plaster treatment has been used on the walls and ceiling. The auditorium has been similarly treated, except that acoustical materials have been introduced to control the sound qualities of the room.

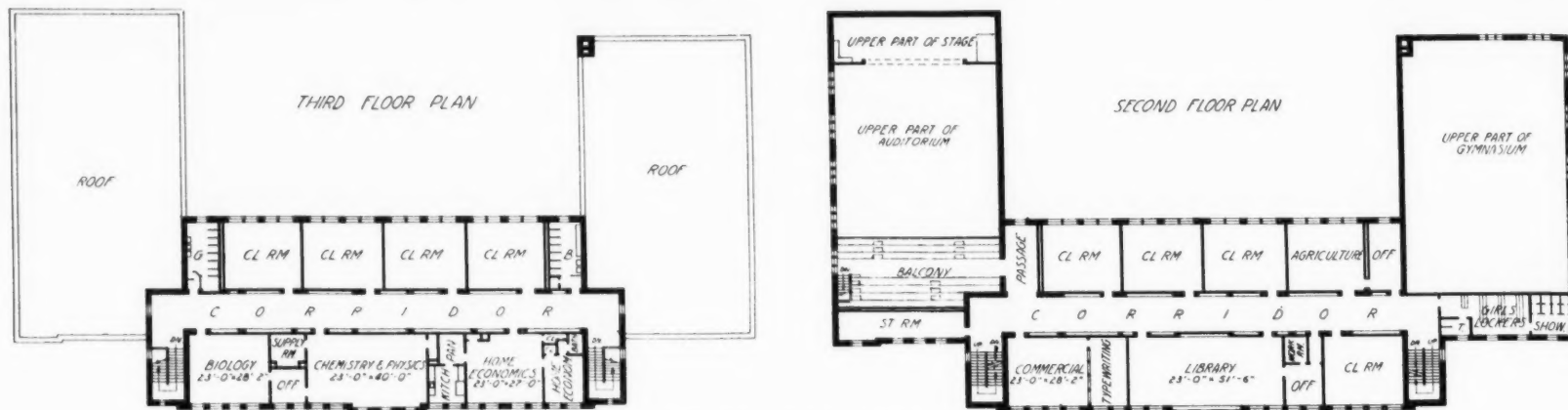
The classrooms on this floor are arranged with unilateral lighting, asphalt-tile floors, oak doors and trim, plastered walls and ceilings.

The gymnasium has a hard-maple floor; its walls are faced with glazed brick, and exposed steel trusses support the roof.

On the second floor, the library occupies the middle-front space and serves as the instructional center for the academic subjects. Adjoining it, there are a small workroom and a librarian's office, which also serves for guidance purposes. On this same floor there are a commercial department, with a typewriting room adjoining, four classrooms, an agricultural laboratory, and a department office. The balcony



ANDREW LEWIS HIGH SCHOOL, SALEM, VIRGINIA
Louis Philippe Smithey, Architect, Roanoke, Virginia.



ANDREW LEWIS HIGH SCHOOL, SALEM, VIRGINIA
Louis Philippe Smithey, Architect, Roanoke, Virginia.

of the auditorium and the girls' locker and shower rooms are reached from the second-floor corridors.

On the third floor the biology, chemistry, and physics laboratories are arranged in one suite, and the home-economics laboratory, and the sewing room and kitchen in another. There are four standard classrooms and boys' and girls' toilets on this floor. The chemistry and physics laboratory is fitted with Lincoln-type desks and a large, teacher's demonstration desk, and is fully equipped with outlets for water, gas, and electricity.

The architects have given especial attention to the finish of the building. Terrazzo floors have been used in the toilets; asphalt tile in the corridors. Acoustic tile has been liberally used in all the corridors and in those rooms where it seems desirable. The cafeteria has concrete floors with brick base, plastered walls, and ceiling treated with acoustic tile. The boys' and girls' shower rooms are treated with cement floors and concrete walls. The stairs are fitted with terrazzo treads and base, and glazed-brick wainscot.

Considerable attention has also been given to the permanent equipment in the shape of

built-in lockers in the corridors, built-in book shelves in the library, special storage cases in the laboratories, supply rooms, kitchen, sewing room, etc.

The building is fully wired for light and each of the standard classrooms is fitted with four 200-watt lamps in inclosed school-type lighting units. The laboratories, etc., have power outlets for operating necessary machines and apparatus, and for motion pictures and still pictures. The auditorium stage has complete lighting with foot, border, and Kiegel lights.

The building is heated with steam and the classrooms are equipped with unit ventilators. The boilers are still low-pressure, and the entire system is operated with thermostatic temperature control of the zone control type.

The building cost complete, exclusive of lockers and other equipment, but including electrical fixtures, heating and ventilation, \$116,880. On the basis of cubic content the cost was approximately 14½ cents.

The building was designed and erected under the supervision of Louis Philippe Smithey, A.I.A., Roanoke, Virginia. Heating and ventilation were handled by Wiley and Wilson, consulting engineers, Lynchburg, Virginia.

Reflecting favors in paint may be determined and better wall and trim surfaces obtained by the use of the ubiquitous lightmeter.

The same photo-electric cell, set and placed in the lighting circuit, may become the "electric eye" and turn artificial light off and on when a certain definite degree of light or darkness is reached.

The Need of Proper Working Position

But the best-lighted classroom cannot and will not give complete or satisfactory eye protection. And the effect on the posture problem is nil. More is needed. That more is (1) proper working position; and (2) proper teacher instruction.

Proper working position? What is the commonest type of work? Reading! Proper working position means, therefore, first of all, a position where reading can be done with the greatest comfort of eye and body. Interestingly enough, proper reading position is also proper writing position, proper position for art work, too. Because of mechanical difficulties schools have to date, had to be satisfied with work positions which were conducive neither to eye health nor general health.

The five-adjustment seating holds the answer. Two adjustments, namely, height of seat and height of desk, are made for the pupil. A third adjustment, the plus and minus, has been found in the books on school hygiene, but has invaded few classrooms, probably because of mechanical difficulties. This adjustment and two others, made by the pupil for himself, are the probable solution to many of the eye, posture, and nervous-energy problems of the classroom. The three adjustments are angle, height, and distance. The desirable working angle, especially for reading, varies from 45 to 70 degrees with the floor line; the distance from the eye is 14 to 18 inches for most normal eyes; and the height of the book is determined by the height of the individual. These standards may be worked out practically in the classroom in various ways, ranging from the new type of seating units to devices made by the children themselves as industrial-arts projects. Each child will decide on the preferred angle, height, and distance for himself. No fixed angle, height, or distance is flexible enough to be satisfactory. Why should they be, any more than one pair of glasses will fit all!

These standards, or very similar ones, have long been known and advocated by eye physicians, orthopedicians, and others concerned with eyes and posture. But the mechanical difficulties have been, till recently, considered insurmountable. Of late, a considerable number of inventions have been brought forth to meet the situation. In some instances the improvement in the child's working position was so remarkable as to leave open the hope that not only would eyes be better protected but that it would be possible, for the first time in school history, for a pupil actually to work comfortably in a position in every way conducive to the best interests of body functions, and with a minimum of unnecessary expenditure of nervous energy.

Teacher Instruction

So much for the working position. What about proper teacher instruction? That, too, is possible now. Furthermore, even if the entire mechanical set-up of a classroom is correct and the teacher does not understand the why's and wherefore's,

(Concluded on Page 71)

A New Deal for Eyes

Olive Grace Henderson and Hugh Grant Rowell, M.D., New York City

Few problems have discouraged the school executive and school-board member more than how to give eyes the classroom care to which they are entitled. Eyes are the predominant avenue of learning, the ears and other senses being important but in the minority. Some educators, because of the apparent complexity of the situation, have purchased books that were properly built for eye protection; have been generous with well-placed windows, and occasionally with artificial light; have discarded high-glossed, glare-producing finish; and then have decided that was about all that could be done. As a result, practices have been allowed in classrooms which are not only injurious to the eyes but to the rest of the body as well. Neither pupils nor teachers have escaped. Parenthetically, posture or body mechanics has done definite injury in the classroom. It now seems that the eye problem and the posture problem may have a united solution in eye protection.

Fundamentals of Good Eye Protection

For eye protection two things are necessary: (1) good lighting and (2) good working position. It is also true that proper working position has a most favorable effect on economy in efficient lighting, a matter not to be forgotten in these days of limited budgets.

To obtain good lighting and good working position involves very little necessary expenditure of money. It requires some study, ingenuity, and genuine continued interest. When funds are spent, the newest means of getting the maximum values are, of course, needed.

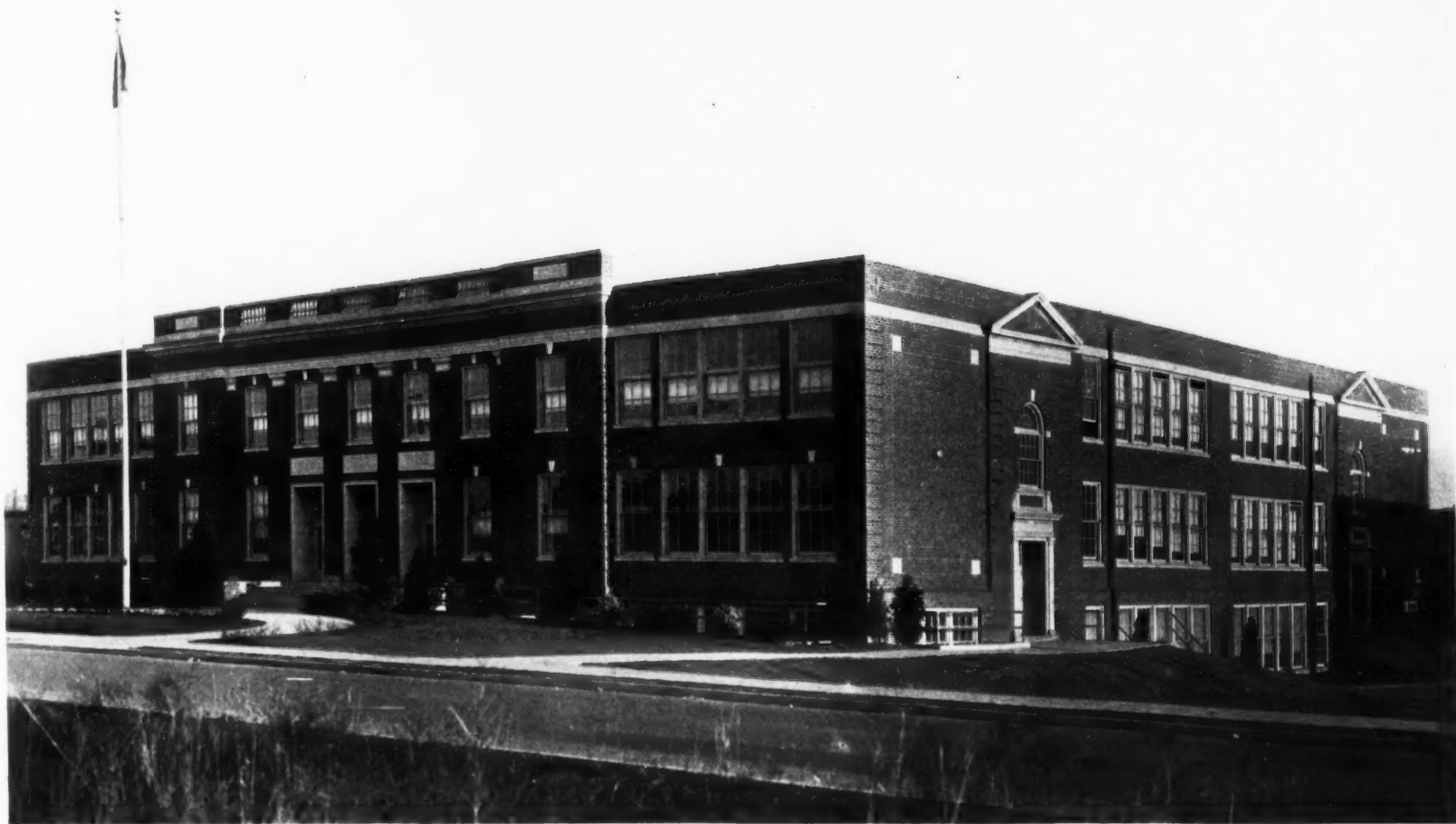
Lighting is standardized in terms of quantity, quality, and direction. Working positions must be considered in terms of (1) proper placement of school seatings and other work places, and (2) proper adjustment to the pupil.

Measurement of Room Lighting

Lighting is now easily measurable by the new lightmeters, based on the photo-electric cell. Very good, simple instruments cost from about twenty dollars to double that. Previous instruments have been complicated, none too objective, and required frequent checking and servicing. The new instruments are almost foolproof. They can be used by anyone. Even kindergarten children take an interest in them and understand somewhat how to use them.

With the lightmeters it is possible to check the illumination in any room, in any spot, at any time. Ten to thirty foot-candles on the work is usually about right. Not only can lighting be checked but seats, with the aid of the meter, can be located to get maximum lighting values, which usually means placing seats at about a 30-degree angle with the wall containing the windows. Such an arrangement may seem odd at first, but it is practicable, efficient, and eye-protecting. Even in older buildings the influence on a previously bad situation is favorable.

Children's eyes require individual amounts of light. By measurement the degree of lighting contributing comfort can be determined, and many eye situations previously unsolved thus receive answers.



FRONT ELEVATION, FREDERICK DOUGLASS SCHOOL, CHESTER, PENNSYLVANIA
George S. Idell, Architect, Philadelphia, Pennsylvania.

The Frederick Douglass School

David A. Ward, Superintendent of Schools, Chester, Pennsylvania

While the law in Pennsylvania does not require segregation of the races, it has been customary in Chester, with a large colored population, to maintain separate schools for white and colored children below the tenth grade. The same standard of equipment is maintained for both white and colored children in the elementary and junior-high-school grades in separate schools. For the last three years of their high-school education, white and colored children attend the same school. Enrollment of colored children in the schools has increased so rapidly during the past few years that additional housing facilities were imperative. During a period of five years, when a study of the colored situation was made in 1931, there had been an increase in the school enrollment of colored children of 35.5 per cent. The schools were all filled to capacity and rented rooms outside of school buildings were in use.

After a careful study of the school enrollment and the distribution and possible growth of the colored population in the city, it was decided that the building of a new six-year or junior-senior high school, and conversion of the existing junior high school into an elementary school would be the best solution of the problem confronting the board of education.

Accordingly, a site was selected across the street from the Booker T. Washington Junior High School near the center of the Negro population of the city, and a building was planned for a six-year junior-senior high school. The site includes one city block with the exception of a small plot in one corner, on which stands a small church for colored people.

The building is constructed of red brick,

with Indiana limestone trimming, and presents a very attractive appearance. The front faces on Eighth Street. The rear of the building on the Seventh Street side of the lot is just across from the front of the Booker T. Washington School. It was, therefore, necessary to give especial attention to that side, so that the build-

ing presents a pleasing appearance when viewed from any point.

The school was planned to accommodate approximately six hundred pupils as a minimum requirement, and was designed to provide a program of education for both junior- and senior-high-school pupils in academic and voca-



GYMNASIUM, FREDERICK DOUGLASS SCHOOL, CHESTER, PENNSYLVANIA
George S. Idell, Architect, Philadelphia, Pennsylvania.

tional subjects. It consists of sixteen standard-sized classrooms, two of which are equipped as laboratories, one for chemistry and the other for physics and biology.

The basement, or ground floor, is almost above ground, with the exception of a short distance at the front of the building. On this floor there is an adequate layout for home economics and a cafeteria with modern equipment, including an electric refrigerator. The home-economics department and the management of the cafeteria are in charge of the same teacher. On the same floor are located the manual-training shop, a general shop, and an additional room for printing or whatever course may be most in demand. On one end of the same floor there is an auto-mechanics shop in which several automobiles may be placed for study and repairwork. There is also on this floor ample storing space for home-economics supplies, cafeteria supplies, and wood- and metal-working supplies.

On the first floor, in addition to eight standard classrooms, are located the office of the principal, a room for medical inspection, two rooms for the use of the physical-education director, an auditorium, and a gymnasium. The auditorium and gymnasium occupy the center of the building with classrooms and other rooms on the outside. The auditorium and gymnasium are built as one room, the two units separated by heavy folding doors at the rear of the stage. The auditorium stage is an extension of the gymnasium floor. With the folding doors and a system of adjustable curtains, any desirable portion of the gymnasium floor or the entire floor, if necessary, may be used as a stage for the auditorium. The auditorium seats 588 persons.

On the second floor are located eight standard classrooms, including two laboratories. On this floor also are a library and two teachers' rooms. The library is nearly two standard classrooms in size and has a supply room and two conference rooms adjacent. Ample space for the storage of books and supplies is provided on this floor.

Toilets for both girls and boys are provided



AUDITORIUM, FREDERICK DOUGLASS SCHOOL, CHESTER, PENNSYLVANIA
George S. Idell, Architect, Philadelphia, Pennsylvania.

on all floors. The school is equipped with built-in lockers in all the corridors and additional blocks of lockers on the basement floor in connection with the shower baths. A runway shower bath is provided for the boys with three temperature controls. For the girls, regular shower-bath facilities are provided with individual dressing rooms.

The building is equipped with an oil-burning heater, with automatic temperature controls. The electrical equipment of the building includes modern lighting and signaling systems. The rooms are provided with outlets for the installation of radio transmission. A moving-

picture booth is included in the auditorium equipment.

The building was completed at a total cost, including the site, of \$252,125.91, of which amount \$20,125 was paid for the site. This unusually low cost was due to careful purchases of material and the vigilance of the building committee, consisting of Mrs. Amelia V. Oliver, chairman, Howard R. Foster and Hiram E. Turner. The building was designed by Mr. George S. Idell, architect of Philadelphia, and built by the firm of Richardson and Luce, contractors, of Philadelphia.

Ground was broken for the building at a special exercise held on September 25, 1931, at which several brief addresses were made, including one by Arthur D. Anderson, president of the board of education, and one by Hon. T. Woodward Trainer, mayor of the city of Chester. Hon. Edward Nothnagle, member of the Pennsylvania House of Representatives, presided at the exercise. On February 6, 1932, the corner stone was laid, at a special exercise, by Charles P. Larkin, Jr., president of the board of education, Mr. Anderson having retired from the board. Dr. Leslie Pinckney Hill, president of Cheyney Teachers College, delivered the principal address on this occasion. Several fraternal organizations were represented on the program. Mrs. Amelia V. Oliver, chairman of the building committee, presided at the exercise.

On November 1, 1932, the building was opened for use, and the junior-high-school faculty and students were transferred from the Booker T. Washington School to the new building.

The total enrollment last year was 482 pupils, including two sixth-grade classes. Two standard classrooms and one shop room have not been equipped. These, with the two rooms used for sixth grade, are held in reserve for use as the enrollment increases.

The plan of the board of education is to accommodate the three years of junior high school in this building and retain the classes as they are promoted to the next grade, but make no

(Concluded on Page 56)



SHOP, FREDERICK DOUGLASS SCHOOL, CHESTER, PENNSYLVANIA
George S. Idell, Architect, Philadelphia, Pennsylvania.

THE ROOSEVELT HIGH SCHOOL, WASHINGTON, D. C.

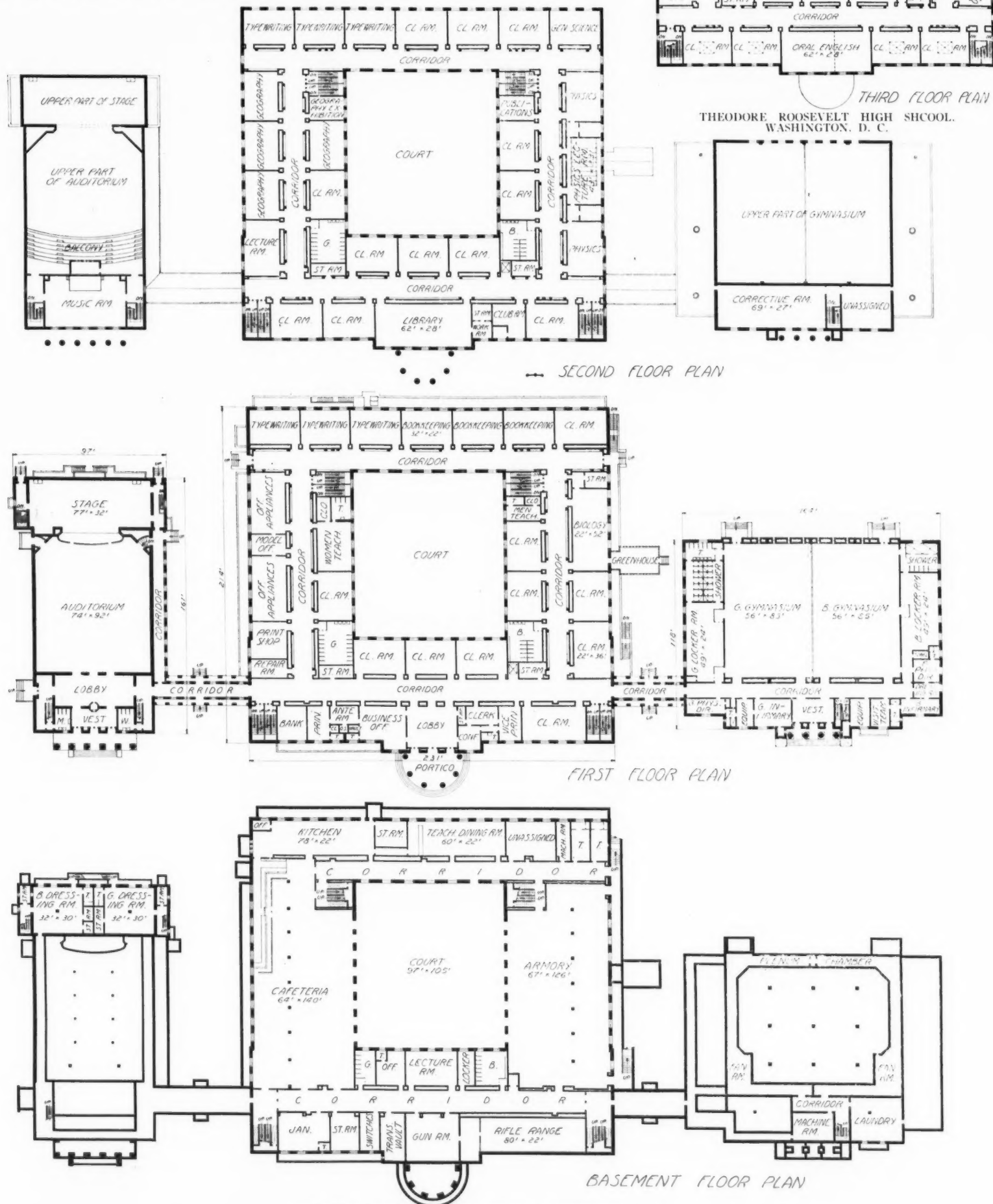
The new Roosevelt High School at Washington, D. C., consists of three buildings—an auditorium, a classroom building, and a health-education building—joined by inclosed corridors. It occupies a commanding site at Up-hur, Thirteenth, and Allison Streets, and serves a growing residential section.

The entire building is designed in a simplified colonial style, worked out in rough red brick of variegated shades, with gray limestone trim, blue-gray slate roofs, and white and cop-

per lanterns. The interior is severely plain, except for the lobbies, the main corridor, and the auditorium in which ornamental plaster and well-designed lighting fixtures in brass express the colonial spirit.

The building houses a complete high school of the cosmopolitan type.

The auditorium is an attractive theater, measuring 74 by 92 feet, with a completely appointed stage 77 by 32 feet in size. The dressing rooms are in the basement, and a room for music instruction is conveniently located above the entrance lobby, where the sound will be the least disturbing.





THEODORE ROOSEVELT HIGH SCHOOL, WASHINGTON, D. C.
Designed and Erected Under the Supervision of the Municipal Architect, Government of the District of Columbia.

The main building, which is three stories high, has a court 97 by 105 feet in size so that a complete row of classrooms has been located upon three inner sides of the building. The chief features of the basement are an armory, a cafeteria, and a rifle range. The first floor has ten academic classrooms, two sets of offices; three typewriting, three bookkeeping, and two office appliance rooms; a biology laboratory, retiring rooms for teachers, etc. The library, which is the academic center of the school, is on the second floor. On this same level are twelve classrooms, three typing rooms, four geography rooms, two lecture rooms, three science laboratories. On the third floor, an oral English room is in reality a small auditorium. On this floor there are also nine classrooms, three art rooms, a large drafting room, and three laboratories.

The building is of brick-masonry construction, with cement floors, and steel girders over the long spans of the gymnasium and auditorium. The gymnasium has wood-block floor, glazed-brick wainscoting, and brick walls. The vestibule and corridors of the gymnasium have terrazzo floors and bases, the locker and shower rooms have tile floors and tile wainscoting. The athletic storeroom is cedar lined. Toilet and shower partitions are marble.

The classroom building has been finished with a variety of materials according to the special needs of each room. The cafeteria has a terrazzo floor and tile wainscoting, and similar finish has been used in the kitchens; the armory has a wood-block floor and tile wainscoting. The corridors throughout have terrazzo floors and tile wainscoting. The classrooms are plastered and have hardwood floors. The laboratories have tile floors and this material has been used in the toilets and other spaces where liquids are used.

The auditorium has caen stone wainscoting, ornamental plastered walls and ceilings. The lobby is finished with a marble floor, wainscot, and border. The stage is fitted with a wood floor, plain brick walls, and a grid above.

The building was designed by Mr. A. L. Harris, architect for the District of Columbia, and was erected under the supervision of the

engineering department of the government of the District.

The cost of the building was \$1,249,000 for the general contract.



ENTRANCE DETAILS, THEODORE ROOSEVELT HIGH SCHOOL, WASHINGTON, D. C.

On Progressive Art Rooms

R. E. Coté, Chairman, Art Department, Boys' Technical High School, Milwaukee, Wisconsin

(Continued from March)

Teacher's Office

A. Construction

1. *Size.* The room should be large enough to hold two chairs, small table, filing case, coat closet, and bookcase. This room must be attractive enough to make the student feel at ease so that the teachers in their consultations will be able to develop a spirit of open-mindedness between themselves and their pupils. It is recommended that the ceiling be lowered to 8 ft. 6 in.

2. *Windows.* Direct light is advisable, though not essential.

several people to work on at one time. This stage should have a removable background so that it may be used for teaching window trimming. The stage must be elevated enough so as to be visible from the rear of the room.

2. *Windows.* Windows are not necessary in this room. Artificial lighting will be sufficient.

3. *Floor.* The floor should be of the same material as the main art room.

4. *Walls and ceiling.* Lime-plaster walls and ceiling, troweled to a smooth, even finish are satisfactory.

5. *Door.* The room should have one door at

stage opening. These plugs are to be used for lighting the stage.

B. Equipment

1. *Type.* All equipment should be developed by the art teacher.

Ceramics Room

A. Construction

1. *Size.* Room should be large enough for ten students to work in it at one time. Plenty of indirect natural lighting is advisable in order to eliminate hard shadows on the work.

The height of the room should conform to the standards of the main art room. Approximately 50 sq. ft. should be allowed for a kiln room and 30 sq. ft. for the drying room.

2. *Windows.* They shall meet the same requirements as the main art room. Shades are unnecessary for these windows.

3. *Floors.* The floor should be of tile or cement as the wet clay and water would ruin a wood floor in a very short time.

4. *Walls and ceiling.* Vitreous brick is recommended for the walls of the ceramics room. A fireproof brick should be used for the walls of the kiln room. A cement-plaster finish for the ceilings is to be preferred.

5. *Doors.* The door to the kiln room should be of fireproof construction throughout and at least 3 ft. in width and 7 ft. in height. The door should open outward and no lock should be on the door.

6. *Color scheme.* The walls and ceiling should be natural finish.

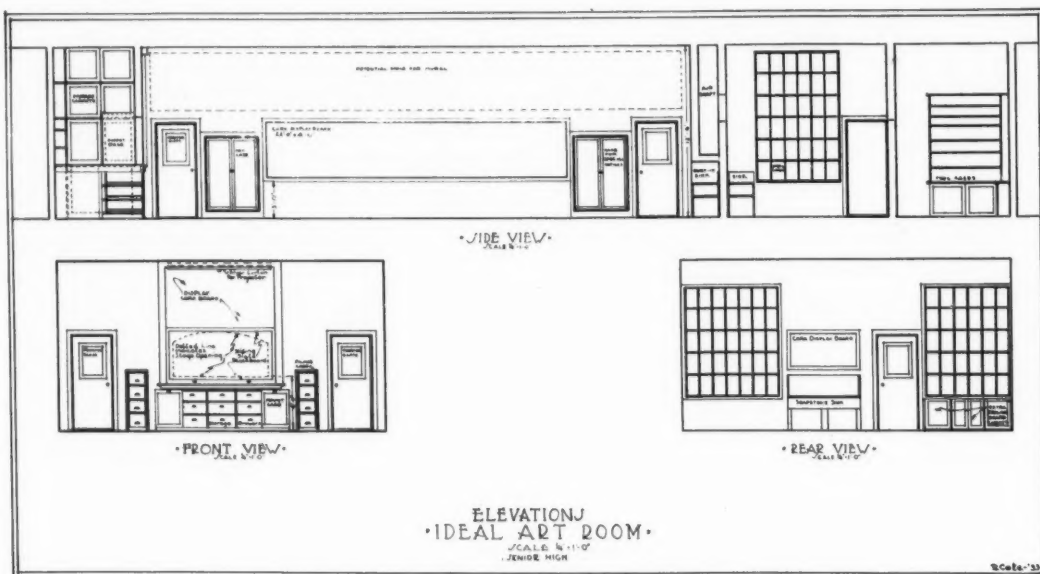
7. *Built-in cases.* There should be a large zinc-lined drying cabinet with shelves. The doors should have substantial locks on them. There should be stack shelves in the kiln room.

8. *Electricity.* There should be one light overhead in the ceramics, kiln, and drying rooms. There also should be a base plug in the ceramics and kiln room.

B. Equipment

1. *Type.* The ceramics room should contain a wedging table, two kick wheels, one acidproof sink, two zinc-covered worktables, plaster worktable with built-in clay bins, scale (10-lb. capacity) with weights, studio scale (metric system), pottery grinder, three banding wheels with 8-in. head, spray gun, three wedgewood mortars and pestles, two automatic rubber respirators, calipers, steel straightedge, hammer, saw, shelf tile, pebble mill, and a built-in gas kiln with ap-

(To Be Concluded)



ELEVATIONS FOR ART ROOM WITH PUPPET STAGE

3. *Floors.* A subfloor of wood, with a top floor of 1/4-in. battleship linoleum, is recommended, conforming to the standards established for the main art room.

4. *Walls and ceiling.* Lime-plaster walls and ceiling, troweled to a smooth, even finish are satisfactory. The countersunk type of picture molding is to be preferred to the wood molding.

5. *Doors.* The room should have one door at least 3 ft. in width and 7 ft. in height. The door should open outward. The upper part of the door should have one pane of frosted glass with a 2-in. border of plain glass. The lock on the door should be such that it can be locked from the outside but never from within.

6. *Color scheme.* The color scheme should be left to the discretion of the art teacher as it is his place for expressing his individual taste. Let it reflect his character.

7. *Built-in cases.* There should be a coat closet capable of holding an overcoat on a hanger and suspended full length. A hat shelf should be included also.

8. *Electricity.* There should be one wall plug located in the office in addition to a ceiling light.

B. Equipment

1. *Type.* There should be two substantial chairs and one small table approximately 34 by 18 by 26 in.

A good metal bookcase with lock should also be furnished.

There should be a steel cabinet containing 27 horizontal drawers, size 9 by 12 by 3 in., for holding lesson sheets.

Puppet Stage

A. Construction

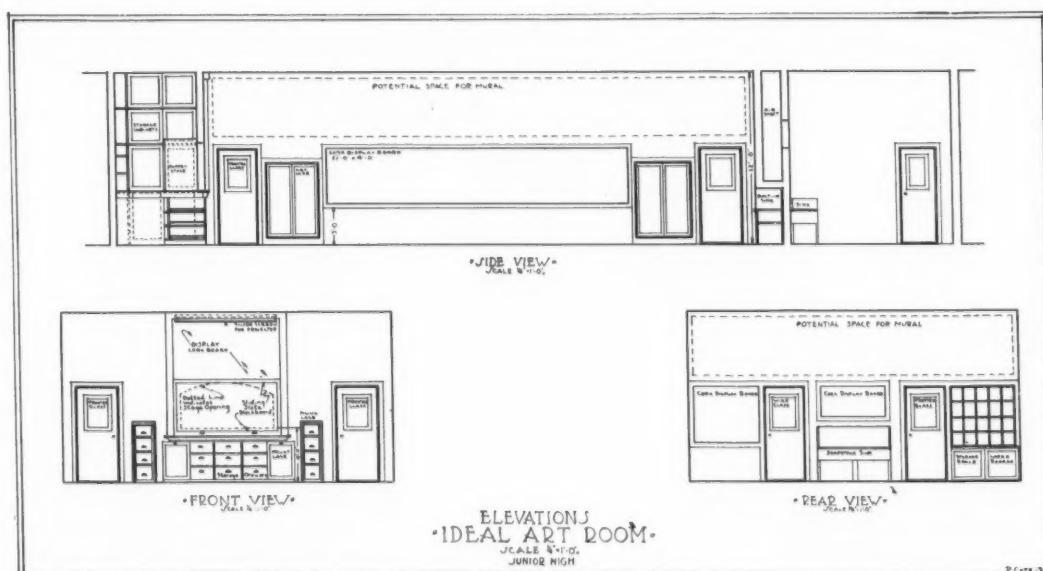
1. *Size.* This room should contain storage shelves and a work platform large enough for

least 3 ft. in width and 7 ft. in height. Door should open outward. The upper part of the door should have one pane of frosted glass with a 2-in. border of plain glass. The lock on the door should be such that it can be locked from the outside but never from within.

6. *Color scheme.* The walls and ceiling can be left plain as the built-in cabinets will cover the walls. The built-in cases should be painted to harmonize with the main art room.

7. *Built-in cases.* The entire wall space should be covered with cases to be used for storage of stage materials.

8. *Electricity.* One overhead light should be provided and six base plugs placed near the



ELEVATIONS OF ART ROOM. FOR FLOOR PLANS SEE MARCH JOURNAL, PAGE 41

The Superintendents on the March

Cleveland Convention Discusses New Deal for Education

From utter pessimism to reasonable optimism, from Hooverlike inactivity to Rooseveltian replanning of the educational structure, from passive hearing of prepared papers to active participation in the agenda of an inclusive group of committees—these are the complete changes witnessed in spirit and purpose of American superintendents at the recent Cleveland convention of the Department of Superintendence. The three big topics of discussion were (1) the adjustment of education to the new deal, (2) federal aid for distressed state and local school systems, and (3) a modification of the organization and name of the Department to better express its importance and program of work. The credit for the complete change in the spirit of the meeting as well as the fine attendance of over 8,000, belongs to President Paul C. Stetson, who developed a working program which clearly recognized the needs of the present serious situation and the opportunity of bringing into active convention service the vast store of personal ability and experience to be found in the six thousand school executives who constitute the Department. Cleveland proved itself again to be an ideal convention city so far as meeting halls, exhibit space, and hotels are concerned; its weather varied from a driving snowstorm at zero temperature to mild warm sunshine.

The Monday Sessions

"Education for a New America," as the theme for the Monday morning session, brought to the convention both a glimpse of dissatisfaction with present conditions and a consideration of the changes which must be made in the educational structure. Education for leisure is to be an integral part of the educational scheme and not to form an incidental objective to be achieved through the minor secondary-school subjects. Dr. John H. Finley, of the *New York Times*, was literary, reminiscent, and happy as usual. He concluded:

When the Creator banished man from the Garden of Eden in the person of Adam and Eve, He put them under what is called the curse of eating their bread in the sweat of their face, but either out of love or out of pity, He made a code for their descendants—the human race—that they should not work more than six days in a week. But this commandment or code is now to be interpreted in the light of the great commandment, "love your neighbor as yourself." Man will find his way to Paradise not only by finding his opportunity to do his share of the world's work and doing it, but in increasing measure making the highest use of his free time. And the children in their free, happy, unclouded play will show us the way back, or forward to Paradise, for of such is the Kingdom of Heaven.

Speaking on "The Product of the Schools," Supt. Harold G. Campbell, of New York City, was frankly critical of the schools and of the failure of the present generation to meet its social and moral problems during the decade following the war. He predicted that the new deal will fail or succeed by reason of the character and honesty of the men in whose hands we place our social and economic affairs. The difficulty with our modern industrial civilization is in the fact that it is not based sufficiently upon moral concepts and a quest for social justice which has become part of the life of citizens. He urged emphasis upon education which will make men absolutely dependable and trustworthy, but he stopped just short of indicating a sound means of motivating such moral education.

United States Commissioner of Education, George F. Zook, argued convincingly for the expansion of education to include a strong program of adult instruction not of the narrow, formal type which has been offered in night schools, but of richer, freer kind which will satisfy the cultural interests latent in the adult population. He urged the wider opportunities for reeducation, and for vocational and recreational education.

Supt. Ben G. Graham, of Pittsburgh, who closed the session with a discussion of the 1934 yearbook, was one of the few speakers who argued for local reform as a means of raising education out of the depression. He urged that

the critical problems which are presented to school administration can be solved successfully only through intelligent leadership on the part of men who are charged with the responsibility of school administration. If the public-school system of this country is to be protected from the dangerous forces now moving against it, reorganization is essential in respect to administrative units. A public-school system cannot succeed as a part of our social order in a rapidly changing civilization with 12,070 school-administrative units in Illinois, 8,747 in Kansas, or 2,587 in Pennsylvania. A determined effort must be made under the leadership of school administration to reduce the number of school-administrative units, to the end that we may achieve better schools at less cost, with an equalization of opportunity for all boys and girls no matter in what part of the state they may reside. We cannot expect or have the right to receive adequate support for public education, without a proper reorganization of our school systems in several of the states.

School administration must also face the problem of lay control. The public must not only be informed concerning its pernicious effects in respect to slashing budgets at the expense of American childhood, but also as to the way in which through state legislature, undesirable and unnecessary subjects have been saddled upon our program of studies.



DR. E. E. OBERHOLTZER
Superintendent of Schools, Houston, Texas,
President-Elect, Department of Superintendence.

The Banquet

No president of the Department dealt more manfully with an unhappy situation than did President Stetson in handling the dinner Monday evening. The purpose of the dinner was to provide a truly democratic and happy affair so that the men and the women who had no college affiliations need not be shut out from participation in a dinner entertainment. Dr. Charles E. Merriam, of Chicago, and Governor Paul McNutt, of Indiana, who had prepared discussions of extremely important problems, failed to appear because of wholly unavoidable situations. Into this gap, Mr. Stetson rushed the eloquent Rabbi Abbe H. Silver, of Cleveland, who discussed "The Education of Children for the New Deal."

The Tuesday Session

The topic, "Planned Teacher Production," was wisely used by Dr. A. B. Moehlman, of the University of Michigan, as an opportunity not simply to call attention to the present unintelligent and planless expansion of teachers' colleges, but also to urge that the present teacher surplus be used for a needed adult education program. The training of teachers cannot be left any longer to individual institutions which are interested chiefly in numbers rather than in the adjustment of their product to the educational needs of the future. We do not need more docile technicians nor subject specialists, but more teachers with the right concept of education as related to the social process.

Mr. Merle Sidener, member of the Indianapolis board of education, brought to the convention the message of a business man, who realizes that the schools must be interpreted to the public so that the public will support the schools on the basis of the good job which the schools are doing. Mr. William J. Shroder, past president of the Cincinnati board of education, similarly brought to the convention a clear-cut statement of a phase of the social purpose of the schools.

At the afternoon session, Dr. Payson Smith, State Commissioner of Education for Massachusetts, in discussing "Education at the Cross Roads," argued that schools are not likely to choose a new and sharply divergent way:

New schools for old is not my slogan. Then there is that other current phrase, "education for a changing world." If education for a changing world means that we must visualize what may seem to be the inevitable form and structure of a new world and so influence and modify youth that it will conform to it, then the expression leaves me a little cold. Better let us have an education that will change the world.

Dean William F. Russell, of Teachers College, in closing the session, argued for the six-point program of national aid which the National Education Association has been promoting in Congress. The principles of "efficiency" in local schools and of "equality" in education he urged as the two controlling factors which require federal moneys in the present situation. Strangely enough, he did not argue a scientific method of arriving at equality, but urged simply an immediate grant of \$11 per pupil in average daily attendance, to be made without federal control. A new note in the argument was a reference to England where, he said, schools are free of domination by central authorities, even though they receive more than one half their

income from the board of education. In the course of the paper attention was called to the influence of the central authority in the fact that "one of the most important reorganizations of education in England was stimulated by a brochure issued by the central board of education."

While Dean Russell's paper was the only extended discussion of federal aid in the general program, the Emergency Commission held one special meeting and numerous minor groups considered the problem. The latter were not always in harmony with the Columbia group. Thus one of the speakers of the adult education department, Prof. A. G. Grace, of the University of Rochester, very bluntly stated that federal aid for any tax-supported institution should be discouraged until each state had put its own house in order. He argued an eight-point program involving a reexamination and reevaluation of the high-school program, the assumption of responsibility for support and control by the state, the promotion of the broadening of the tax basis, and a centralization of tax collections.

The Wednesday Program

The topic, "National Welfare in Education," on Wednesday morning brought before the convention discussions of "Education in the New Age," by Mr. Edward A. Filene, of Boston, and "Dividends from Education," by Supt. E. C. Hartwell, of Buffalo. Senator R. S. Copeland, of New York state, argued that the results of education should not be appraised in terms of intellectual achievement and manual skill, but rather in terms of moral and social responsibility. He called attention to the fact that the greatest amount of crime is found among young folks nineteen years of age who are recent products of the schools. The next largest group is eighteen, while the average age of the criminal is twenty-three years.

Supt. Frank G. Pickell, of Montclair, N. J., Supt. T. W. Gosling, Akron, Ohio, Dean J. B. Edmonson, of the University of Michigan, shared honors in discussing a comprehensive program of public education on Wednesday afternoon. Mr. Howell Cheney, a business man, was rather blunt in arguing against continuing boys and girls in high school, unless there is a certainty that they will benefit from this attendance. Supt. T. W. Gosling, in reply, urged that the schools be adjusted to the children as well as to social ends; they must help the children of all grades of ability. The problem is one of providing greater opportunities and of more closely linking the school with life.

The brief session on Wednesday evening was given over to the committee report on financing public education. Chairman F. W. Ballou, of Washington, argued that a sound system of taxation is fundamental in solving the revenue problem, and reform is necessary in the property tax to include recognition of the different classes of property, and more efficient administration. The entire tax system must be adequate to bear equitably upon all the people. A complete reorganization of local school units for providing the greatest flexibility should be promoted so that a standard unit may include a municipality and adjacent rural territory, or in rural situations one, two, or more counties. The state must be held responsible for the financial program for the education of every child. Doctor Ballou finally requested that the six-point Federal Emergency Aid Program be put into effect by Congress.

The Sessions of Thursday

The final session of the Department on Thursday morning was devoted entirely to the reports of the General Subjects Committees, which rather overshadowed the general resolutions. The reports were so voluminous and so diversified that the general impression was one of confused bewilderment rather than clear-cut understanding. There seemed to be a vast amount of rich material, more or less undigested and without emphasis on values, so that it was impossible to lift out a single coherent program of reform. Many of the committee reports were clearly hasty in compilation and without due regard for the remaining portions of the general policy-making discussions. It does not seem possible for some seventy committees to unify their work, especially under the pressure and the disturbances which exist in so large an educational convention.

The Resolutions

The resolutions, prepared by Supt. E. E. Oberholtzer, recommended in part as follows:

I. A longer planned program for the Department of Superintendence.

We recommend that the President of this Department appoint a committee whose duty it shall be to study, investigate, and recommend such changes in the name, the objective, the functions and the structure of this organization as will enable it to provide more effective and aggressive leadership. We also recommend that this committee report its findings to the Executive Committee and this Department at the February, 1935, meeting of the Department of Superintendence. We make these recommendations because we feel that the prestige, and consequently the influence of the Department of Superintendence is hampered for the reason that its full national significance is not realized outside our profession, and because we feel, that with the rapid changes now taking place, a longer planned program for the Department of Superintendence is necessary if it is to keep abreast of modern educational thought.

(Concluded on Page 48)

THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

The Future of Popular Education

ARE we entering upon a new era in the nation's conception of popular education? Will the changes in the country's economic situation and its new approach to the problem of social justice likewise affect our educational credo? Are we in the transition period from an old to a new deal? These are the pertinent questions of the day, in which American school public is vitally concerned.

The student of passing events is becoming more and more conscious that not only adjustments are in progress which are guided by economic considerations but that a new outlook will control the cause of popular education. Those who believe that we are merely awaiting a return to the former liberal budgets and expansion period will have to revise their reckoning. A new order of things will prevail.

The fundamental changes in commerce, industry, and social conditions will reflect themselves in the schools. Likewise, the vast changes in the concepts applying to capital and labor, and the changes in the management and relations between these two vital factors, will influence the training of the youth. In brief, the point of view relating to life and its problems is undergoing modifications.

While the rudiments of education will not be neglected, and vocational training will undergo certain refinements, it follows, too, that greater stress will be placed upon the cultural side of life. The youth will be educated for leisure, as well as for work, bearing in mind the spiritual and eternal objectives of life and living.

When the school world has adjusted its financial household, fixed compensations in the light of a reduced income, and succeeded in balancing the budget, it will turn its attention to things that will concern the moral and spiritual man. If there is to be a more equitable distribution of the compensations of life and a greater observance of social justice, the change must find its beginnings in the school.

Much has been said in recent years about character training as exemplified in the schools. The subject has been approached from every angle and discussed with remarkable thoroughness and clarity. And yet the question may properly be advanced whether popular education has made that contribution to the moral advancement of the nation that could rightfully be expected it should or could make.

The educational credo of the day will not espouse the dropping of old subjects and the acceptance of new as it will emphasize things that have been partially neglected or underestimated. Reading, writing, and arithmetic will not be neglected but the hand, heart, and head idea will receive greater attention. There will be a better appreciation of the fact that special studies are an essential part of every course of study.

This new educational credo will stress to a greater extent than ever before the cultural and social-justice side of human life. The Golden Rule will come into finer and more effective recognition.

Progress in School Support and Public Taxation

THE experience of recent years has awakened the educational leaders of the United States, who have been concerned with the problem of school support, to the belief that an understanding of the subject of taxation constitutes a prerequisite to the solution of that problem. The nation's great educational body has come to recognize this important fact and has to a commendable degree given evidence of its concern in the subject of taxation as an efficient revenue-producing instrument.

A recent research bulletin issued by the National Education Association and entitled *Five Years of State School Legislation* is

wholly devoted to the subject of taxation and provides a terse interpretation of the various revenue laws as evolved by the several states.

Thus, the educator not only obtains a bird's-eye view of the country as a whole, as far as its taxation complex is concerned, but also a definition of the income, sales-corporation, severance, and inheritance tax as against the old and established property tax. The status of certain types of taxes in the United States is presented in an illuminating set of graphs.

It remains to be said that those who intend to concern themselves with the subject in any definite way must not only secure an understanding of these several methods of producing public revenues in support of education but must also determine upon the expediency of this or that method to the conditions in the state in which they are active. It may be safely assumed that the property tax has become burdensome in every section of the country and that other means of producing revenue must be added. We say added, because in no instance can the property tax be wholly abolished. This is due to the fact that property, as such, requires protection of government, and that some properties involve greater protective vigilance than others. Even in the countries of the world where the income tax serves as the main revenue-producing instrument a nominal property tax prevails. Thus, too, it may be said that while the inheritance tax obtains in many states, the severance tax is practical only where the natural resources of the state are reasonably existent and lend themselves to revenue. The income and sales tax are decidedly in the ascendancy.

The country is gradually coming to the realization that there is one principal in the field of taxation which has come into fixed recognition as an equitable and adequate revenue producer, and that is the principle which accepts ability to pay rather than the physical evidence of wealth. Another factor, which is coming into recognition, is the infliction of an indirect tax, or rather a tribute which is imbedded in something that is bought and for which a regular sales price is paid. The tax least obvious is the easiest of collection.

The student of taxation will soon discover that the tributes exacted on amusements, cigarets, chain stores, and the like, produce some revenue, but do not fulfill the promises made for them. The formulation of a law is one thing and the administration of the same quite another.

It remains to be said that reform in the country's tax laws rests primarily upon the dissemination of knowledge on the subject. The educational leaders may do much to create a sound public opinion in the direction of greater equity in the distribution of tax burdens and in a tax yield that will accord a proper support for the cause of education.

The Legal Liability of School Authorities

THE question of the liability of boards of education in personal injury cases happening on school premises has, in recent years, received greater attention than ever before, due perhaps to the fact that in some states there has been a reversal from former conceptions and contentions on the subject.

For many years, the law courts throughout the country followed the rule of nonliability. "A long and almost unbroken line of court decisions," says a writer on the subject, "has declared that school districts may not be held to respond in damages to persons injured in or by the public schools."

It has generally been held that a school district is immune from tort liability on the assumption that the state cannot be embarrassed by the charge of committing a wrong. The nonliability rule has been invoked by the courts, however, for other reasons. To pay heavy damages may divert funds from the purpose for which they were ordained and thus cause serious embarrassment. The public-welfare idea here obtains in that the interest of the public as a whole precedes that of the individual.

An authority has it that "The doctrine is, indeed, of very ancient origin. It grew out of the theory of sovereignty. It is based on what was supposed to be the medieval dogma that the king could do no wrong. In America there was no king, but the state was assumed to be sovereign, and the theory took the form that the state could not be sued without its consent. Moreover, immunity from liability has

been extended to such quasi-corporations as the state has created for the execution of its policies. These subordinate agencies of the state are emanations of sovereignty and are no more liable than is the sovereign itself."

But there has been a decided departure from that doctrine. The decisions rendered in recent years in the courts of New York and California hold the school authorities liable when negligence is proved. Thus, boards of education have been called upon to pay damages in injury cases experienced on school premises when it was clearly proved that ordinary precaution and safeguards had not been provided.

The nonliability doctrine is still defended on general principles. Professor Frederick Weltzin, of the University of North Dakota, here says: "The question of the personal liability of school officers is a vital one. If such officers were not granted at least a degree of immunity, few responsible men could be found to accept the hazards of school-board membership. The law has protected such officers to a rather large extent. School officers share in the immunity granted to administrative officers generally, but it is not a complete coverage, for under certain circumstances liability does attach to their acts."

But whether the doctrine of liability or nonliability obtains, the conclusion must be that ordinary precaution against accidents should be practiced at all times. The rule of "safety first" is as applicable to school premises as it is to factory premises. School authorities are charged with the duty in setting the pace in the direction of physical welfare and security just as they are intrusted with the mental and moral progress of children under their control.

Professional Workers' Attitude Toward School

THE efficiency of a school system rests not only upon the standards maintained by the professional workers, and upon the wisdom and progress manifested by the executives, but also upon a proper relationship between the two. With a proper understanding of the scope and function of the professional and administrative factors, there must then be a unity of purpose which renders the entire school system a harmonious and efficient whole.

And yet the disturbing note is frequently heard. What is intended to be advanced in the nature of constructive criticism held within lines of proper relationships occasionally breaks out into an unpleasant situation. Members of boards of education lend themselves to public expressions uncomplimentary to the professional workers, while on the other hand the latter openly find fault with the administrative factors. Such breaches are inclined to culminate into publicity which has its embarrassing and painful sides.

There is this to be said that the laudable things done by one or the other do not always find the recognition they deserve. In the professional field, where the workers are organized into state and national bodies, the service rendered by the individual is more likely to meet with the recognition deserved.

In the administrative field, and more particularly among board-of-education members, where cohesion upon a large scale does not obtain in the same degree, an appraisal of worthy service is rarely made. The public press is wary in according a well-earned tribute. The community may accept a significant service in silence.

There are men and women throughout the United States who, through board-of-education service, have made a distinctive contribution to the cause of popular education. The element of proximity and local contention does not always permit a clear perspective on accomplishments. Then, too, there is the question as to who should undertake the voicing of a tribute that has been well earned.

We believe that it is safe to say that never in the history of the nation have local boards of education been subjected to a more severe test as to fitness for the task assigned to them than they have during the period of economic stress and storm which has confronted them during the past year or two. They have guided the educational ship with a remarkable calm and deliberation, and have not allowed themselves to be stampeded into one or the other extreme in policy and departure.

There are distinctive achievements rendered by presidents and members of boards of education which deserve more than local recognition. If it has been found expedient in the past to point to a

corrupt body of school administrators, it may seem equally important to recognize a service wherever performed with exceptional self-sacrifice, loyalty, and efficiency.

School Boards Inviting Both Blame and Praise

IN NORMAL times, it is not unusual to note newspaper editorials or a resolution adopted by a civic society in praise of the local board of education. There are policies and departures which demonstrate wisdom and loyalty in managing a school system and which meet with popular approval.

Apply the same wisdom and loyalty in an abnormal time and the reaction is quite different. When the public mind is in an irritable mood the school authorities encounter blame rather than praise. Instead of charging things to the depression they are charged against the school authorities. Thus, we find that boards of education are under fire for sins of omission as well as sins of commission. Why was not this, that, or the other thing done several years ago, and thus avert embarrassment and complication? Foresight is better than hindsight.

The truth is that the school authorities have proceeded in the conventional and customary way in the performance of their task. They could not foresee the calamity that came over the nation any more than could those in other fields of endeavor. The sudden shrinkage of property values resulted in a reduced support for the schools. Was any locality or particular set of men to blame?

But the situation, with all its complications and embarrassments, was successfully met. The American system of school administration, as exemplified and practiced through the modern board of education, was put to the severest test in its own history, and has justified its being.

Moreover, those in directive charge of school government, as well as the system itself, have stood the test in an exemplary manner. The citizenship identified with the modern board of education has met the storm with calm and circumspection and has guided the craft with a firm and safe hand.

It is quite natural that, at a time when the public mind is deeply concerned with the economic situation, blame rather than praise will go to those in charge of public affairs. The school authorities no matter how meritorious their labors cannot escape the trend and temper of a modern day.

Public Indifference to School Elections

THE complaint is frequently voiced in the public press that the citizenship does not participate in the election of members to the board of education to the extent that such elections warrant. The statement is made that many of those who are registered do not cast their vote on election day, and that when the totals are added it is found that only half of the legal voters have registered their choice of candidates.

The indifference thus manifested may be in part charged to mere thoughtlessness and neglect, and in part to a consciousness that the school system is fairly well managed and needs no particular attention at the hands of the public. Then, too, the shirker will ease his mind by holding that one or two votes more or less cannot affect the final result.

To hold, on the one hand, that the administration of a school system is usually in charge of competent authorities and hence needs no attention, or, on the other, that a citizen may safely forego his right of suffrage are both based on fallacious notions. If it is true that the schools are in charge of competent administrators then sheer neglect on the part of the citizenship may ultimately bring about a contrary situation. It is easier to elect an incompetent candidate through indifference and thoughtlessness on the part of the voters than through a complete and discriminating expression at the polls.

There are no popular elections more vital to the community than those which concern themselves with board-of-education members. The efficiency of a school system rests upon the character of those chosen to administer the same. No citizen can forego the casting of his ballot at a school election, a duty which is vital and sacred as well.

Developing a Library as a Depression Project

Ellen Garpi, Teacher, Junior High School, Donora, Pennsylvania

During the past several years, a reduced teaching staff and an increased student body have caused a continuous process of adjustment in the Donora, Pennsylvania, junior high school, to provide for a smooth functioning school. The cultural subjects, music and art, were dropped from the program of studies by the school board. This was followed by the elimination of gymnasium classes. The pupils released from these classes were absorbed by the remainder of the school program. Home economics and shopwork had been retained. Either the enrollment in these classes would have to be greatly increased or a situation provided for handling approximately forty additional pupils each period of the week. In the first solution expensive equipment would have to be purchased. Therefore, it was decided to plan some worth-while activity for the boys and girls that would add to their educational opportunities.

The only practical solution seemed to be a library. If only the school had a library with books and magazines which would be at the disposal of the pupils, the seriousness of the situation would be lessened. Plans were very vague at the time that the idea for a library was suggested, but the local situation was ideal for development, and in October, 1932, work on a school library was begun.

In the first place, the junior high school had a room which would make an excellent library. The large or library room at that moment seemed the all-important thing—but after it was selected the obvious question was, "Where can we obtain the books and shelving?"

For many years the senior high school had been located in the junior-high-school building, and when the senior high school moved into its own building, about a thousand books in locked cases were left behind. These books—a wide selection—apparently had been used very little. The thought was that these dust-covered books could be used to advantage.

The first task was to clean the books. This became a project for a library club. So a club was formed and many boys volunteered to help clean books. They were told beforehand exactly what was expected: that there would be many days of erasing with art gum, washing covers with ammonia water, shellacking, etc. And for a period of about ten weeks books were cleaned so that they would be ready for cataloging.

The help of the librarian of the senior high school was then requested. She advised on shelving—

what kind and how much to plan for. Making the shelves became a project for the woodworking classes. The boys took yellow pine and made fourteen sections for books, a magazine rack, a dictionary stand, and a newspaper holder. The material for the shelves was bought with money provided by the National Junior Honor Society, which gave a play for the benefit of the library. When the shelves were completed, they were shellacked a natural color and were then ready for our room.

Now it was necessary to catalog the books. Again the aid of the senior-high-school librarian was asked. The books were classified under the Dewey Decimal System. Many late afternoons were spent on the books. Practically all of the work had to be done after the close of the daily session. Barely half of the books were cataloged and the school year was over—but the work was not forgotten. It was desired to have the library in working order by the opening of the school term 1933-34. With that end in view there was a short summer vacation in store. After the close of school the entire months

of June and August were spent on this work. And the last two weeks in August the senior-high-school librarian returned to direct the completion of the undertaking.

Finally, tables and chairs were secured from some of the classrooms, and everything was in shipshape order by the first day of school. All the books in our possession were not classified by this time, but there were 1,050 copies with which to start. Today there are 1,335 volumes and books continue to come in.

There is a science reference shelf with a good collection of science books; a geography reference shelf for the use of seventh- and eighth-grade geography students; then a textbook shelf with several books of each kind used in the building. There is also an excellent professional shelf for the teachers and the student teachers who take their training in our school.

Each student has two library periods a week. These periods are his to do with as he pleases: He may spend the time studying, or he may read some worth-while book on the shelves. Magazines are also available.

The Donora Junior High School Library is an undoubted success, for so many books are requested by the students that it is a problem to fulfill the demands. This heavy demand for books by these young people indicates a desire for cultural development which is being met by the junior-high-school library—with no additional cost to the taxpayers.

Book News and Reviews

The Planning and Construction of School Buildings

Prepared by a Committee of the National Society for the Study of Education. Paper cover, 337 pages. Published by Public School Publishing Company, Bloomington, Ill.

The 34 chapters of this book were written by leading educators in a comprehensive manner on the essential phases of the subject. The projectors of the book hesitated about its publication at this time when capital investments in school plants have apparently come to a partial standstill. The fact, however, that the school population is steadily increasing and that the construction of new school buildings is being stimulated by federal aid has encouraged those who had the publication of the book in hand.

The selection of the authors was wisely made. Among the writers of the symposium are found such names as Arthur B. Moehlmann, N. L. Engelhardt, Fred Engelhardt, Charles L. Spain, W. W. Theisen, T. C. Holy, and other well-known educators. The book is divided into six parts. The first is devoted to Functional Relationships of a School Plant; the second, School-Plant Planning Policies; the third, Educational Services; the fourth, Architectural Services;

the fifth, Constructional Service; the sixth, Financial Aspects of the Problem.

The major problems of the school-plant division, as outlined by Professor Moehlmann, are (1) planning, designing, and new construction; (2) alterations and additions; (3) operation; (4) upkeep and maintenance; and (5) equipment. He holds that the successful planning of school-building projects rests upon three groups—educational specialists, architect and engineer, and constructionists. If these three work together "in cordial understanding and harmony, success is assured." The thought which underlies this approach to a building project is that the planning of a school structure must have its beginning with those who use it. In other words, the superintendent of schools, together with the principal and teaching staff, should be consulted in the matter of orientation and those factors which make for the expeditious and efficient operation of the school plant.

The architect, engineer, and builder must be able to translate the educational operations of the school into a housing that will enable it to function properly. Thus, it has become quite logical to begin a structure from the housekeeping side and fit the building to the school rather than fit a school into a building.

N. L. Engelhardt, the expert, here adds: "The day has passed when school buildings can be located and erected in terms of obsolete standards. The school building of the future should have a location in the community that represents the part that public education plays in the lives of its individual citizens. Such buildings must be planned to meet the broadest educational demands of the community, to serve both childhood and adulthood, and to endure for a long period. Money should be spent on these buildings only in terms of the most businesslike methods of purchasing. The architecture of these buildings should reflect the highest ideals which the educational program in a democracy has advanced."

Several of the authors delve into the practical phases of planning, building codes, and building programs, the problem of sites, budgeting, and finance. The educational service phases are dealt with in six chapters. The part which the superintendent should play in the planning of a school structure is specifically covered. The policies that must guide in choosing architectural services is well treated in a dozen chapters in which no essential consideration is overlooked. Some of the most outstanding specialists in the school-administrative field here make their contribution. The construction side, too, is well covered.

On the whole, the volume constitutes a splendid addition to literature on the subject. It assumes special value in that the subject is dealt with in the light of the more recent conceptions and conclusions on all the essentials relating to schoolhouse planning and construction. School authorities planning construction projects should familiarize themselves with this volume.

Daily-Life Language Series

By R. L. Lyman and Roy I. Johnson. With collaboration for individual grades by Frances R. Dear-

(Continued on Page 46)



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BOOK FAMINE

must end!

They now recognize it as the tragic mistake of the depression

AMERICAN educators have discovered that the book famine has been slowly and relentlessly undermining the high quality of instruction that they labored for years to establish. The Educational Research Service, March, 1934, after analyzing 800 replies to its national questionnaire, reports: "Superintendents point out that the growing scarcity of books has been accompanied by an increase in the proportion of pupil failures"; "Work is of poorer quality. Lowered ratings, increased number of failures and near failures"; "It (the book famine) is seriously handicapping work..."; "Drastic handicap for the teacher..."; "This (the book famine), with increase in pupil load, is reducing the efficiency of teacher, thus lowering our pupil results and affecting contacts with the public."

School patrons resent the BOOK FAMINE

"School people have learned," writes John K. Norton, chairman, Joint Commission on the Emergency in Education, in the March number of The Journal of the National Education Association, "that the American public cannot be expected to support an educational program which it does not understand."

The American public can see no justification for the book famine, either from the point of view of efficient instruction or of real economy. In newspapers and magazines it has begun to express its resentment. It has seen its children and teachers struggling along either without any books at all or with filthy wrecks of books at a time when it has been asked to continue to appropriate huge sums for instruction in order that the quality of instruction given its children might not suffer. It has learned that in times of prosperity book costs constituted only 1.6% of instructional costs and that during recent years even this small proportion has been reduced to less than 1%. Is it strange then that the public resents the book famine as unnecessary and indefensible?

American educators now realize that the BOOK FAMINE must be ended or grave consequences will follow

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(Continued from Page 44)

born, Mata V. Bear, and A. Laura McGregor. Three-book series for grades 3 to 8, with introductory book for grade 2. Cloth, 266 to 556 pages, illustrated, 76 to 96 cents. Ginn and Company, Boston, Mass.

Teachers who complain that each new series of books for the teaching of English differs from its predecessors only in the preface, will, we think, be agreeably surprised when they examine this set. That the whole progressive, correlated, and interlocking course is carefully planned will be apparent even to the casual observer. The latest illustrative devices including signposts, cartoons, diagrams, graphs, story-telling pictures, etc., are used profusely. The exercises and inductive lessons are based upon the everyday life of the pupils. Child psychology has been the authors' guide.

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The Second Year of School Law

By M. M. Chambers and associate editors. Paper cover, 96 pages. Price, \$1. Published by M. M. Chambers, Ohio State University, Columbus, Ohio.

The important court decisions for the past year affecting the administration of the schools are here recorded. Fifteen educators have applied themselves to an examination of the several phases of school law, and each brings to the subject the court decrees upon them. One deals with "The Rights and Obligations of Pupils," another with "District Boards and Officers," a third with "Taxation for Public Education." Then the court decisions cover all the relations between boards and teachers, the school system and the public, etc.

Just now considerable interest is manifested in the question of liability on the part of school authorities in personal-injury cases. This interest is intensified when it is known that the courts of several states have in recent years departed from the doctrine of non-liability. Some of the cases enumerated become highly interesting. Children are injured through a careless bus driver, a child is drowned in a school swimming pool, a school board is called upon to pay medical bills of

injured pupils, etc. In one state, the liability is recognized, in another it is not.

But the book covers a wide range of court decisions bearing on every phase of disagreement likely to arise and the interpretation of the law upon them.

Property Tax Limitation Laws

Edited by Glen Leet and Robert M. Paige. Paper bound, 92 pages. Price, 75 cents. Published by Public Administration Service, Chicago, Ill.

This volume is a symposium of articles on the subject of tax limitations on property. Some twenty-odd experts present evidence and arguments for and against the idea of tax limitation laws. The contention of some of the writers is that all desired and required economy must begin at the tax end while others hold that the cost of government must be reduced and thus adjust the tax yield.

Arthur Eugene Buck, one of the experts of the Institute of Public Administration, New York City, contends that (1) tax-limit laws have virtually failed to produce the results promised for them, (2) these laws, on the contrary, have been the cause, either directly or indirectly, of gross abuse in local financial management (3) the tax-limit schemes provided by such laws have certain inherent weaknesses which practically eliminate them from serious consideration as a way out of the present predicament in local finance.

Mr. Buck offers a solution in the following: "The methods which state governments should inaugurate to assist local governments in rehabilitating their present finances and in following thereafter a sound fiscal policy are largely comprehended in financial planning and control. They include comprehensive budgeting, up-to-date accounting, departmental costing, careful auditing, systematic reporting, personnel control, and centralized purchasing. These methods have been applied, at least in part, to the local governments of several states, hence they may not be regarded as new and untried devices. They enable local authorities, experience has already shown, to exercise effective control over their finances, and they permit citizens to approach intelligently the problems of local taxation."

The experience of several states in the matter of tax limitation is presented. Some of these limitations have been fixed by constitutional amendments while in some states the enactment of statutes has been engaged in. Some of the writers here hold that it is a mistake to fix the limitations first and adjust the expenditures accordingly in placing the cart before the horse.

Adventures with Books and Libraries

By E. E. Lewis and Goldie D. Lesser. Paper, 192

pages, illustrated. American Book Company, New York City.

There has been a distinct need for just such a book as this for the junior high school. It leads the student in a delightfully pleasing way to a knowledge of how to use all kinds of books, particularly reference books. It teaches him many an item of language that he probably has not learned by more formal methods. But, best of all, it arouses in him a desire for good reading and fosters good habits of study. These habits are suggested in such a way as to be of lifelong service.

The Administration of Mathematics in Secondary Schools

By Ernst R. Breslich. Cloth, 415 pages, illustrated. \$3. University of Chicago Press, Chicago, Ill.

Supervisors and principals of junior and senior high schools will find this book an excellent guide in all phases of their work. It discusses their administrative, teaching, teacher-training, organizing, and research duties. Supervisors and teachers of all subjects will do well to read Chapter I, "The Supervision of the Department," which is a very careful summary and discussion of purposes, methods, and results of supervision, all of which could be included in a general book on education or a book on teaching and supervising any subject in the curriculum. This chapter is followed by a 14-page bibliography on supervision.

The remaining eleven chapters discuss with practical suggestions such topics as: testing and research, individual differences of pupils, choosing textbooks, aims and purposes, choosing materials, correlation, unified mathematics. Many diagrams and statistical tables and well-chosen quotations are used to illustrate facts and opinions stated by the author. Each chapter is followed by a bibliography of books and articles.

The Administration of Mathematics in Secondary Schools is the third of the author's series, the others being: *The Technique of Teaching Mathematics in Secondary Schools* and *Problems in Teaching Secondary-School Mathematics*.

Workbook in Practical Arithmetic

By George H. Van Tuyl. Paper, 158 pages, octavo, perforated and punched. American Book Company, New York City.

Here is a practical, well-organized workbook in business arithmetic designed primarily to accompany the author's *Practical Arithmetic*, but well suited for use with any textbook. And we indorse the publisher's recommendation of this workbook for individual use as a review.

(Continued on Page 51)

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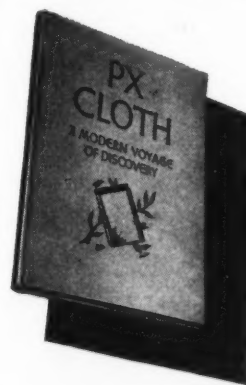
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With the Superintendents at Cleveland

(Concluded from Page 41)

II. Functional relations.

We recommend that the control of the public schools be more strictly defined in accordance with the following principles:

Members of boards of education, should be chosen solely because of their fitness to hold this important office. Their qualifications should be adequate to scholastic training, successful experience in vocational pursuits, social vision, acceptable personality, and fine character.

The superintendent of schools should be the professional executive in charge of the educational program. His service should be evaluated on the basis of executive leadership and administration; on his background of training and preparation; on his ability to inspire confidence and support of all citizens interested in the welfare of youth as well as his ability to secure significant educational results.

In harmony with an obvious trend in the history of American education toward professionalization of all of the services rendered by school systems, we recommend that the relationships between boards of education and superintendents be more strictly defined in accordance with the following suggestions:

The functions of the board of education should be clearly legislative and judicial, and this authority should be applied to such policies of control as will effect improvement of the schools.

The functions of the superintendent and the board of education should be more clearly defined by state law. Good practice should recognize the fact, demonstrated by the experience of American schools, that lay control of administrative details is both disastrous and undesirable.

Personal relationship between the board of education and superintendent should be one of mutual respect, confidence and loyalty, instilled by sincere devotion and service in support of a worthy educational program.

III. An adequate educational program.

We recommend an adequate educational program for every community irrespective of social or economic status. We also recommend that this program be interpreted accurately, intelligibly, and effectively to the citizens of each school community by means of effective and continuous publicity concerning the social purposes and work of the school.

IV. Socio-economic conditions.

Inexorable forces generated by the depression have forced various groups to appeal for federal relief. Finance, business, industry, agriculture and welfare have found it necessary to request financial credit and assistance which the Federal Government alone is capable of commanding in this time of crisis. The progressive deterioration of public schools during the past three years has reached the point where education must now appeal for temporary Federal aid in order that schools may continue to operate and that children may not be denied the educational opportunities essential to the present stability and future development of this Nation.

The Department of Superintendence has become recognized by the publishers and manufacturers of school equipment as the best opportunity for presenting new articles to the American educational public. The entire basement of the Cleveland Auditorium was filled with some 170 exhibits of the leading publishers and manufacturers of teaching materials, school furniture, miscellaneous equipment and supplies. While there were a few notable absences, the show brought into one hall the best of new books, building equipment, and teaching materials. Thus, the publishers showed new types of text-workbooks, there were new devices for progressive teaching techniques, new desks for better posture and hygiene of the eye, and innumerable new minor teaching aids. At the annual banquet of the exhibitors, Mr. Walter Damrosch was awarded the annual medal for outstanding educational service.

The Business Session

An expected fight for the presidency between the friends of Dr. David Weglein, of Baltimore, and Supt. E. E. Oberholtzer, of Houston, Texas, was avoided when Doctor Weglein withdrew his name. The routine business was handled most effectively by Secretary S. D. Shankland and his assistants. It is probable that the next convention will go to Atlantic City. Houston has asked for the 1936 meeting.

The Department enjoyed more than the usual amount of annoyance, due to the presence of outside organizations which drew the attention of the press and set in motion various ideas quite at variance with the program and the general attitude of the Department members. The time seems to have come when the multitude of minor groups may be politely asked to stay away from the Department. Whatever attendance values these groups had in the past, their interference with Department business has shown that they have overstepped their welcome.

SCHOOL REVENUES AND THE FUTURE

It is necessary that tax burdens be shifted from real estate and that new types of revenue be formed. Sales tax is proving satisfactory in many states. Income tax, though opposed on basis of federal duplication, is growing in favor. Liquor taxes have been used in former years, and may be utilized again in many states. Local communities must have state and federal aid, but local control advisable.

School people should join with taxing authorities in a calm analysis of the situation for the purpose of finding a way out of the present situation.

Long-time planning is now advisable rather than purely emergency measures. Children of today must not be deprived of their opportunities for such development as will fit them for the complex life of the future. What have been regarded as the frills of education will be more needed in increased leisure. These should not be eliminated or curtailed.

As attacks on schools subside, education must be prepared

to outline plans that will safeguard interests of children, while increased emphasis must be placed on adult education. — *Committee III, Group A.*

LOOKING FORWARD

We may not be in agreement as to whether a new social order has yet been born, or as to what form it is to take when it is born. On one thing, however, we can, I think, be in agreement, namely: mankind, intellectually, has struck its tents and is again on the march. We are in one of the rare moods, when a whole nation is changing its outlook. This situation is significant for education which has the responsibility for training individuals to share in social control. The ability and desire to think collectively and to engage in social planning is a requirement of good citizenship under existing conditions. — *Committee II, Group A.*

JUDGMENT VS. OBJECTIVELY EVALUATING INSTRUCTION

The overemphasis on objectivity in classroom measurement has had two evil consequences. It has robbed teachers of their confidence in their judgment — and judgment still remains the chief agency in evaluating the effectiveness of teaching. And it has led to narrow measurement of educational outcomes. When only objective measures are acceptable, only a limited number of outcomes can be measured. The new techniques for the measurement of "intangible" outcomes are still in an experimental stage. If required to measure objectively, the teacher measures what she can measure objectively and neglects other outcomes.

The plea is not for the abandonment of objective measures, but for recognition of their limitations as well as for their values. Supervision can now perhaps best be improved by refining and correcting and bettering judgment instead of continuing to undermine it. — *W. A. Brownell.*

ASSETS IN THE PUBLIC-SCHOOL SYSTEM

The chief asset of our public-school systems is the faith of the people in the public schools. This faith, in spite of critics, reverses and burdens, remains unbroken. "Full well do they know that to class our school means the disintegration of our society and that our American ideals of equality, freedom and opportunity must be kept alive." — *Arthur Deamer.*

THE PLANNING AND CONSTRUCTION OF SCHOOL BUILDINGS

"The cost of school buildings is excessive." This is a frequent charge made against public education. In a large majority of cases the criticism has no adequate basis because even those who bring the charge of excessive cost in this field would have school buildings safe for their children, would have modern standards of sanitation maintained, and would provide comfortable rooms in which children may work without injury to their health. It is reasonable to expect that school buildings which meet modern-day standards of safety, sanitation, and health will cost more than school buildings which serve less adequately in these respects.

It is quite clear that if the school administrator were given a larger share in the control of school-building planning than has been given in the past that far better schoolhouses would result at a less cost of construction. State legislation has frequently required the installation of highly expensive ventilation equipment for which the school administrator finds no need and does not want to spend the taxpayer's money. Municipal building codes have been given almost no separate consideration to school buildings and have frequently included school buildings in the same category of construction as jails, boathouses, courthouses, and similar buildings. This one item, together with the wide variations in provisions for bearing walls and floor loads in these municipal codes have added considerably to school-building costs over which the school administrator has had no jurisdiction. The failure of state departments to determine the character of working drawings or the nature of school-building specifications has been reflected in wide variations in architectural and con-

tractual practices which have undoubtedly taken their toll out of the school-building purse. The frenzied competition of architects for school-building commissions have often resulted in unfortunate practices that have produced unnecessary expenditures.

The school administrator will gradually accept a higher degree of responsibility for the planning of school buildings. He is anxious to have school buildings fully adapted to the real educational needs of teacher and pupil. He desires to have teacher and supervisor participate to a major degree in securing the final building result. He is anxious to have every taxpayer's dollar produce returns in a school building in which a maximum educational program may be advanced and a minimum-cost program for operation and maintenance may be carried on. — *N. L. Engelhardt.*

THE TEACHING LOAD

Increasing the load of the high-school teachers is poor economy and "poor recovery" procedure. It has never been proved, as many seem to think, that approximately equivalent educative results will be obtained in oversized classes as in those with a normal number of pupils. It has only been shown that in large classes, if the teacher is a superior instructor and does not have many classes daily, the pupils will write as good final examination papers as will those in smaller classes.

The effect of larger classes upon the development of personality, character, permanent interests, inspiration and ideals, has never been measured, and it is not reasonable to suppose other than that these types of educational outcomes, which are invaluable and known to be more permanent than the bookish information tested by written examinations, are definitely favored by the classes not too large. — *Harl R. Douglass.*

SPOKESMEN NEEDED FOR SMALL SCHOOLS

Smaller incorporated communities, those under 2,500 population, outnumber larger ones four to one. Sixty per cent of our high schools are a hundred or less in enrollment. Smaller schools are not only in the overwhelming majority but they minister to the educational needs of two fifths of our people. The unwonted monopoly of our attention that cities have exercised during the past few decades has blinded our leaders to the numerical preponderance of smaller places and their schools and to the very great importance of both.

The present specialists in the field of school administration look with despair upon smaller schools. They support the general prejudice against the possibilities of rural life and rural institutions. We must look elsewhere for leaders and spokesmen for these small schools and find people who have faith in them.

The major reason for the need of spokesmen for smaller schools is that power and influence and consideration come from articulation. The smaller-school workers have been subdued into silence. They are potentially capable but they have been disheartened by a lack of appreciation and have often exhibited little power simply for the want of cheer leaders. — *Supt. R. V. Hunkins, Lead, S. Dak.*

PLANNED TEACHER PRODUCTION

The power to determine the number and type supply of teachers should be centered in the department of public instruction by placing there complete legal control of all power of certification, including also the power to revoke licenses.

Institutions of higher learning within each state should be definitely coordinated through central control to eliminate senseless competition, extravagant overlapping and the undignified present-day scramble for students and for large capital investments. Teachers' colleges should be reorganized on a four-year basis with the first two years modeled upon present junior-college tendencies. They could then serve as regional colleges for the first two years, confining the upper classes to teacher training. With the ego-urge for numbers satisfied in this way, and the staff differentiation made possible by a fairly stable enrollment, better selection of teachers would be possible.

Quality and scope of training teachers can no longer be left completely to individual institutions to determine. The planning of the general types of training is a matter in which the field as well as the state is directly interested. It is therefore desirable that a second and more restricted continuing advisory group be created in each state on which teachers, principals, and superintendents are represented, as well as all of the teacher-training institutions. Through general cooperation, teacher-training curricula might then be developed functionally rather than based on tradition and institutional or personal idiosyncrasies.

Standards of personnel selection in like manner cannot be left completely to individual institutions and decided as now on the urge for students. The state department of public instruction, assisted by the advisory council on teaching personnel, could establish general standards for admission on a much wider base than now considered. Specific standards for vitality, mentality, social intelligence, emotional stability, ideals and attitudes, general culture and motivation, might well be set up to secure better balance than is now possible except by luck. General admission tests should be administered by each institution in terms of these operating standards. In like manner, standards of achievement and graduation should be developed and given at all terminal points. The state may set the standards, permitting them to be administered by the institution subject to appraisal and review.

The great need in this country today is for better teachers. When we consider that 26.2 per cent of the elementary teachers now employed and 8.5 per cent of our secondary-school teachers have less than one year of training beyond the twelfth grade or, in totals, that one third of our teachers have the cultural outlook of the high-school graduate, the magnitude of the problem can be visioned. We have need for more than the docile technician that the teachers' colleges have been furnishing in such great numbers and for the university-trained subject specialist whose concept of education as a social process is still extremely hazy despite the influence of schools of education. We need a new teacher, well balanced and fearless, with an understanding of the culture in which she lives and to which she must contribute; a teacher with both equipment and vision and well prepared with respect to detailed and technical knowledge. The problem of preparing this teacher can only be achieved through the cooperation of all institutions and interests within each state. — *Prof. A. B. Mochman.*

• SUPT. B. M. CLARK, of Mountride, Kans., has been re-elected for another term.

• SUPT. M. L. JONES, of Humboldt, Tenn., has been re-elected for the school year 1934-35.

• SUPT. JAMES A. HAMLIN, of Sanford, Me., has been re-elected for his thirteenth consecutive term.



Where do we go from here?

—Cleveland Plaindealer.

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● Classroom work with "American" Henderson-Universal Sight-Saving Desks, Horace Mann School, Columbia University, New York City.



● Group study desk work with old type chair desks, Rural School, Midwestern state. An example of unavoidable bad posture and eyestrain.

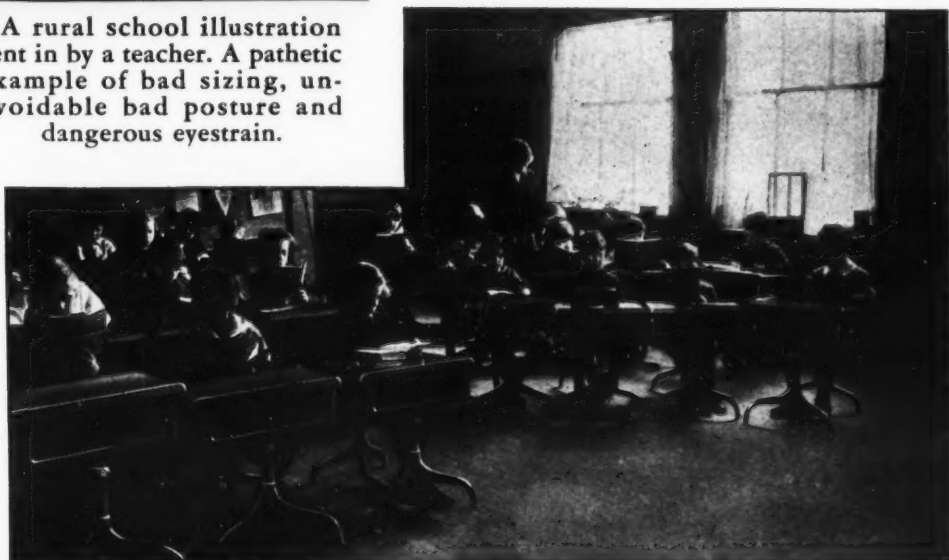


● A rural school illustration sent in by a teacher. A pathetic example of bad sizing, unavoidable bad posture and dangerous eyestrain.

● Below—Classroom study group using "American" Universal Desks, University School, University of Chicago.



● Another view of classroom work with "American" Henderson-Universal Sight-Saving Desks, Horace Mann School, Columbia University, New York City.



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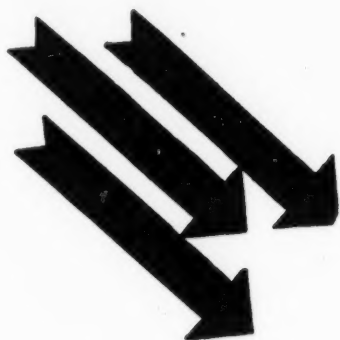
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(Continued from Page 46)

The most noticeable feature of the book is its explanation, examples, and exercises in current business methods. This feature prevails throughout in the treatment of all the fundamental operations including aliquot parts and such subjects as billing, figuring freight rates, interest, etc.

The book seems to be intended primarily for junior- and senior-high-school pupils. It would also be an excellent book for adults who wish to review and to learn modern practice.

Practice Sheets in English Grammar and Punctuation
By Harriet R. Lockwood. Paper, 190 pages, octavo. American Book Company, New York City.

This is a practical combination outline and workbook for the seventh, eighth, and ninth grades. It covers all the essential facts of grammar and punctuation. Tests and a key on separate sheets are a part of the book.

The exercises may be used with or without a textbook. They are preceded by definitions and rules, a definite assignment, and directions for scoring. A unit organization of subject matter is an outstanding feature, and a mastery test is provided for each unit.

Stories of Shepherd Life

By Annie Johnson Burns. Cloth, 124 pages. American Book Company, New York, N. Y.

Children in the primary grade will read this inclusive account of sheep, wool, and clothing with the greatest interest. Part I tells the story of present-day sheep raising, wool products, and manufacture. Part II tells the same story as of colonial and Indian days, and Part III carries the young reader back to ancient days in Arabia and to modern days in Australia, Europe, and South America. The book conveys an immense amount of accurate and useful information for modern living under the guise of attractive stories and descriptive chapters.

Economic Geography

By Z. Carleton Staples and G. Morell York. Cloth, 661 pages, illustrated. \$1.72. South-Western Publishing Company, Cincinnati, Ohio.

Economic Geography is a second and revised edition of *Factors of Economic Geography* by the same authors, published several years ago. Among the changes made are the discussion of the normal and abnormal trends in commerce and industry during recent years; the revision and reorganization of tests and projects; and the introduction of new illustrations and graphs. The maps have been brought up to date very carefully.

The three parts of the book treat respectively: man and his environment; products of commerce and in-

dustry; and regions of commerce. Each chapter is a complete unit, so that teachers need not follow the order of the book. A complete index enables one quickly to locate any particular subject. At the end of each chapter are text questions, problems and projects, topics, and subjects for class discussion. These are simple and practical for teaching and study. However, we may question the propriety of subjects 10 and 11 for class discussion on page 27; namely, "War and pestilence are necessary," and "The world faces the grave danger of overpopulation." The preceding text matter does not supply sufficient information to enable the students to refute these two popular fallacies.

One statement of the preface to this book is worthy of special commendation; namely, "Great care and much study have been given to the diction of the book with the aim of making it practical and suitable for students of high-school age." And the authors have carried this welcome announcement into the actual practice of writing their book.

Number Stories

By J. W. Studebaker and others. Cloth, 144 pages. Price, 60 cents. Scott, Foresman and Company, Chicago, Ill.

Here is an introductory arithmetic without computations. It is intended primarily as a reader which will acquaint children with an inclusive number of number facts and which will prepare them in an ideal way for developing attitudes and skills that will make computation attractive and easy.

The book is used in the second half of the first grade and includes a total vocabulary of 390 different words, all carefully studied to develop the basically necessary vocabulary which children use in home and school contacts. The book makes use of the simplest plans for testing the silent-reading ability of children and for giving teachers an opportunity to reteach number facts.

Klaas and Jansje

By Virginia Olcott. Cloth, 160 pages. Price, 76 cents. Silver, Burdett & Company, Newark, N. J.

Happy boys and girls, these children of the dikes, and interesting gardens and farms and towns they visit. The quaint people they live with, the strange customs they observe, and the surprising trips they make—all contribute to make this book attractive. Children who read this book understandingly will have a much better appreciation of our own customs and institutions.

Educational Returns at Varying Expenditure Levels

By Orrin E. Powell. Cloth, 64 pages. Price, \$1.50. Bureau of Publications, Teachers College, Columbia University, New York City, N. Y.

A study of New York rural one-room schools. Higher expenditures pay returns in better educational results.

Good Eyes for Life

By Olive G. Henderson and Hugh G. Rowell. Cloth, 193 pages. Price, \$2. D. Appleton-Century Company, New York.

The authors of this book proceed on the assumption that the eye is most important to human life, and they present a chal-

lenge to the parents and teachers of the country. Millions of children and adults in and out of the schoolroom devote a good deal of their working time to intensive use of the eyes. They abuse their eyes. Wrong habits of reading and study, improper posture, poor lighting, and ignorance of proper eye hygiene are acknowledged to be contributory causes of much eye fatigue, eyestrain, and defective vision.

The book begins by a description of the eye and its development from birth to the full-grown eye. Considerable attention is given to the matter of reading position, defects in eyesight, proper light in the schoolroom, and finally, correct working position and good posture.

Child Labor

Facts and Figures. Paper, 85 pages. Bulletin No. 197, 1933, Children's Bureau, U. S. Department of Labor, Washington, D. C. This report, which was prepared by Jean A. Flexner, presents in simplified form, the outstanding features of the child-labor problem.

Charters and Basic Laws of Selected American Universities and Colleges

Compiled and edited by Edward C. Elliott and M. M. Chambers. Paper, 650 pages. Published by The Carnegie Foundation for the Advancement of Teaching, New York City. This is a valuable statement of the laws relating to public and private colleges and universities. It includes in each case the articles of incorporation of the college and the court decisions relating to the institution.

The Elements of Statistics

By Warren R. Good. Paper, 28 pages. Price, 50 cents. Ann Arbor Press, Ann Arbor, Mich. This little booklet is intended "to induct the novice gently into the subject" of statistics and to provide him with an understanding of the statistical measures commonly used in education. The author assumes that the reader knows little of mathematics and therefore explains the characteristics of measurement and the common forms and procedures of tabulation, scores, and graphical representation. He next explains such statistical measures as central tendency, dispersion, relative position, correlation, and probable error. Derivations of formulas are omitted, but each kind of measure is illustrated with a typical example. The material is sufficient for any layman who does not himself attempt statistical work.

School Costs and Economics in the State of New Jersey

Reconstruction of the system of public school support in New Jersey. Vols. I and II of the *Report of the School Survey Commission of New Jersey*. A brief account of this survey and of its findings will be found on another page.

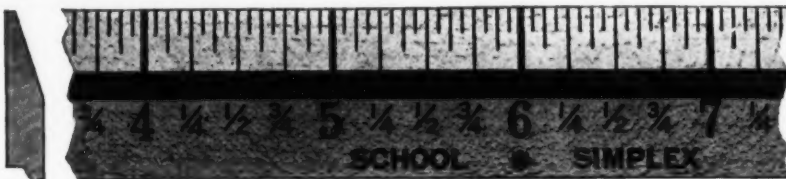
Story Book of Houses

By Maud and Miske Petersham. Cloth, 32 pages. John C. Winston Company, Philadelphia, Pa.

Written and illustrated for small children, this book describes caves of prehistoric men, lake dwellings, pueblos, igloos, and other types of houses. The contrasts with modern American houses are emphasized in the text and in the striking full-color illustrations.

Per Capita Costs in City Schools for 1932-33

By Lula Mae Comstock. Bulletin No. 125, January, 1934, U. S. Office of Education. The data presented in this report include costs of general control, operation of plant, maintenance,



No. 160

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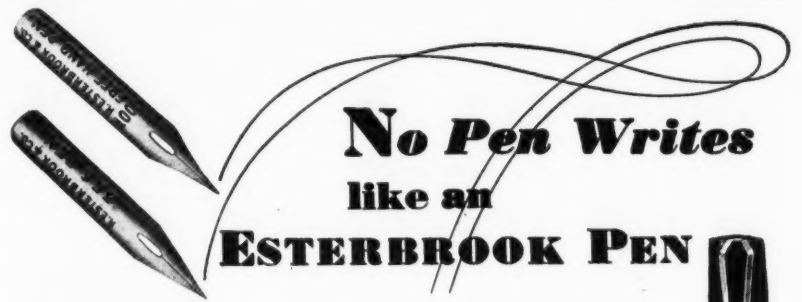
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coordinate activities, auxiliary agencies, and fixed charges. The most striking facts revealed are the amounts and percentages of decrease in per capita costs for total current expense and its six major items from 1932 to 1933. In total current expense these decreases ranged from less than one tenth of 1 per cent to 41.7 per cent. In nearly one third of the cities, the per pupil cost dropped from 15 to 29.9 per cent, and in more than 6 per cent of the cities, the decrease was 30 per cent or more in the one year. Only 11 of the 297 cities showed no decrease.

Introduction to Spanish Pronunciation and Diction

By M. R. Brunstetter and C. V. Cusachs. Paper, 80 pages. Price, 75 cents. University of Chicago Press, Chicago, Ill.

A manual for use in connection with a widely used series of phonograph records. The vocabulary has been developed to include more than 2,000 of the most commonly used words. The pronunciation is the standard Castilian. The book will be of special help to second- and third-year classes.

An Introduction to Conrad

By Frank W. Cushman. Cloth, 450 pages. Price, \$1.25. Doubleday, Doran & Company, Garden City, N. Y.

This book contains the nearest possible approach to an autobiography of Conrad, in the shape of extracts from his various writings. The editor has cleverly arranged these in chronological order so that they clearly tell the story of Conrad's life and of his development as an outstanding novelist. Incidentally, the book brings together in a purposeful way, some of the finest descriptive passages to be found in Conrad's novels and short stories. A brief section is devoted to reprints of three short stories. For college use suggestions for discussion and further readings are outlined.

Origin and Development of Visual Education in the Philadelphia Public Schools

By James G. Sigman. Paper, 207 pages. Published by Temple University, Philadelphia, Pa. The study is divided into four sections: (1) the period of origins, (2) the period of organization, (3) period of development, and (4) conclusions of the study.

The Preparation and Work of Alabama High-School Teachers

By Henry C. Pannell. Cloth, 126 pages. Bureau of Publications, Teachers College, Columbia University, New York City. The present study has a dual purpose: first, to examine some of the factors and conditions underlying the preparation and work of high-school teachers, and second, proposed adjustments looking to the improvement of the program for training these teachers. It takes up the status of teachers, the subjects and curriculum taught, the training of teachers, the relation of subject specialization to effectiveness of teaching, and conclusions and recommendations.

Baby Animals on the Farm

By Kate E. Agnew and Margaret Coble. Cloth, 159 pages, illustrated. 68 cents. World Book Company, Yonkers, N. Y.

This story of two children who visit Grandpa's farm is intended for children in the later part of the first grade. There is always a picture in sight as the child reads about how the baby animals get their breakfast or their morning bath, or how

the children ride the farm horses or watch the farmer at work.

America Self-Contained. By Samuel Crowther. Cloth, 350 pages. Distributed by the Chemical Foundation, New York, N. Y.

An extensive argument for the protection of the chemical industry in the United States, through tariff and other forms of legislation.

How to Study Effectively. By Harold A. Ellison. Paper, 20 pages. Price, 35 cents. Published by the author, at 1504 East Eighty-ninth St., Seattle, Wash. In six brief units, the author suggests effective methods of preparing a schedule of study for concentrating, for reading effectively, for using the library, for studying major subjects, for making notes, and for meeting examinations.

Study Guide to National Recovery. By Harold Rugg and Marvin Krueger. Paper, 48 pages. Price, 25 cents. John Day Company, New York, N. Y.

Workbook in Business English By George B. Hotchkiss and Celia B. Drew. Paper, 192 pages. The American Book Company, Chicago, Ill. This workbook has been prepared for use with the authors' text, *New Business English*, but it is so comprehensive and flexible that it will fit into practically any course in commercial letter writing. The authors take up in eight units, the elements of clearness, unit coherence, sentence structure, diction, force, and paragraph construction. Seven additional units provide definite problems in the preparation of such typical business letters as formal letters, remittances, telegrams, routine letters of various types, preparation of reports, advertising copy, etc. The work has been carefully developed to include ample drill in revision and rewriting, the detection and correction of errors, the development of a forceful business vocabulary, etc. Diagnostic tests are introduced and achievement tests are included so that the teacher may check the accomplishments of the pupil and may provide remedial instruction for the important principles and usages. The work is well within the abilities of third and fourth-year high-school students and is fully typical of present-day business usage.

The Effects of Handedness on Range of Attention Scores. By Irving Anderson and H. R. Crossland. Paper, 16 pages. Price, 25 cents. Bulletin No. 5, Vol. I, January, 1934, University of Oregon Studies in Psychology, Eugene, Oregon. This study which is devoted to exhibiting and discussing the differences which occur in range of attention, shows that the left-handed do not excel appreciably the right-handed, where fixation is made to fall in the extreme right visual field. Of the nine conditions, three reveal almost no differences between the two forms of hand-dominance. The remaining six reveal differences which come close to being significant beyond question. The reports consolidated confirmed the general points listed.

Provisions for Individual Differences, Marking, and Promotion. By Roy O. Billett. Monograph No. 43, Bulletin No. 17, 1932. U. S. Office of Education, Washington, D. C. This report is part of the survey of secondary education, conducted under the direction of Dr. Leonard V. Koos, of the University of Chicago. The monograph is in four sections. Part I is devoted to homogeneous grouping and special classes; Part II contains plans utilizing the unit lesson assignment; Part III deals with other provisions and planning a program; and Part IV has to do with

marking and promotion. The report, which is most comprehensive, analyzes the literature on the subject, shows what is the current practice in the field, and offers suggestions for further development of the practice.

Studies of Student Mortality at the University of Oregon. By Earl M. Pallet. Paper, 32 pages. Price, 25 cents. Bulletin No. 2, Vol. I, October, 1933. University of Oregon Studies in College Teaching, Eugene, Oregon. The material contained in the study is based upon an analysis of 403 men and 360 women, comprising freshman students during the fall term of the year 1925-26.

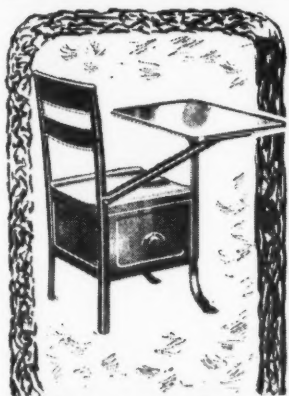
The Effects of Eye-Dominance on Range of Attention Scores. By Irving Anderson and H. R. Crossland. Paper, 23 pages. Price, 25 cents. Bulletin No. 4, Vol. I, December, 1933. University of Oregon Studies in Psychology, Eugene, Oregon. A study of the scores in the range of attention experiment, made by the authors, with some very valuable results. The study was made under nine different conditions and executed on 60 left-eyed and 60 right-eyed college-student subjects. Each of the condition curves revealed the left-eyed subject to excel the right-eyed subject at the right side of an exposure card of nine letters, the right-eyed subject was superior to the left-eyed subject for the leftmost letters.

The Disposition of School-Bond Issues and Special Levies in Ohio Cities and Villages, November 7, 1933. Compiled by T. C. Holy, of the division of research, Ohio State University, Columbus, Ohio. The study indicated that of 109 Ohio cities, only 3 of the 109 submitted bond issues at the November election. One bond issue was carried, while two failed of passage. The total amount of bond issues which carried was \$35,000 and the total amount of the bond issues submitted was \$2,535,000.

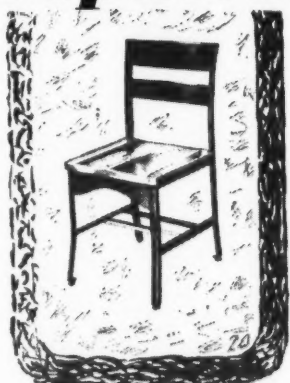
Poems to Live by—Book Three. Compiled by Mr. L. H. Petit, Superintendent of Schools, Chanute, Kans. Printed by the students of the Chanute Trade School, Chanute, Kans. A collection of modern poems of "love and inspiration, to bring encouragement and cheer to tired minds and tired hearts." The typography would do credit to any printshop.

High-School Instruction by Mail. By Walter H. Gaumnitz. Paper, 69 pages. Price, 10 cents. Bulletin No. 13, 1933, United States Office of Education, Washington, D. C. Correspondence instruction has been in use for a number of years as a means of enriching the curriculum. This bulletin gives information concerning places and institutions where correspondence courses have been used with success. The data presented should not be interpreted as meaning that correspondence study is a method of instruction superior to residence study. Such factors as maturity, purpose, and intelligence are largely responsible for the favorable showings made by correspondence students. The data do, however, show that the instruction may be conducted with success and that the credits earned may be as high in quality as those earned in residence.

Digest of the Study, Economics and Retrenchment in the Public Schools of California, 1929-1933. A summary of findings and conclusions of the study. A thesis prepared by Donald T. Graffam. University of Southern California, Los Angeles, Calif. The digest presents a brief description of the problem, the method of procedure, and certain findings and recommendations.

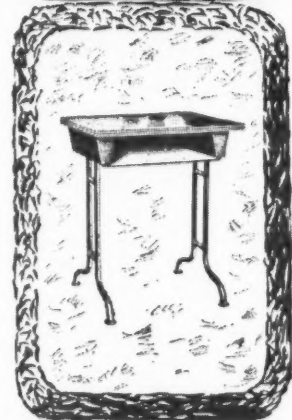
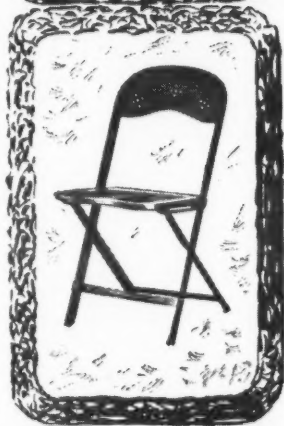


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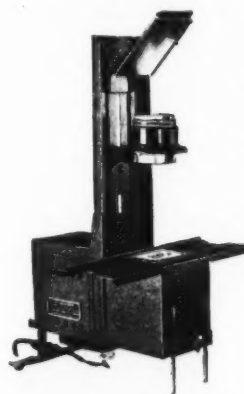
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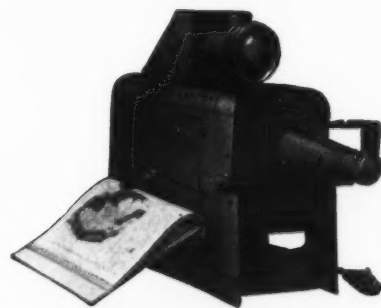


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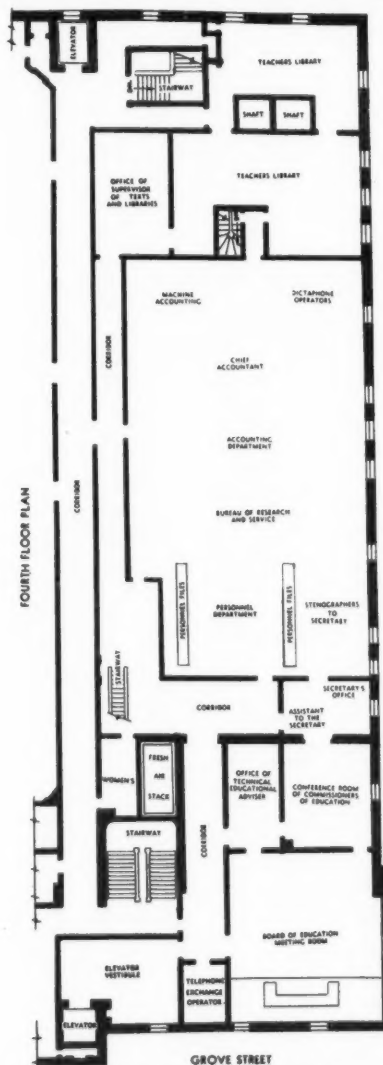
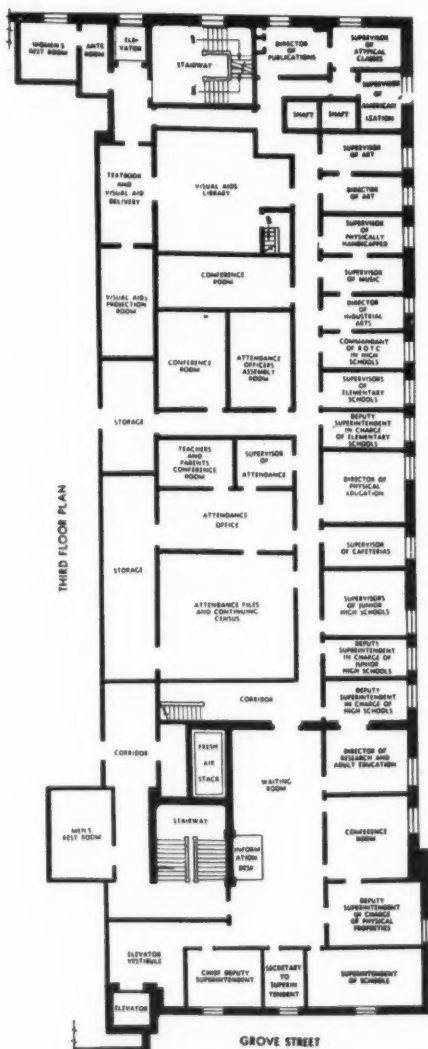
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SAN FRANCISCO'S NEW SCHOOL-BUSINESS ADMINISTRATION

(Continued from Page 20)

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(Concluded on Page 56)



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(Concluded from Page 54)

son has been deprived of employment as an outcome. The consolidation has been a gradual one, and due to deaths, retirements, resignations, and voluntary leaves of absence, practically all of the certificated force who would have otherwise been released were reinstated.

The budget in the fiscal year 1931-32 was \$12,005,684. In the year 1932-33 it was \$10,882,523, a reduction of \$723,161. Salaries were not reduced, the teachers were paid on schedule, but there was a saving of \$397,429 in operating costs without reducing the educational offerings. The following summary tells the story in tabulated form:

(Certificated and Noncertificated)		1931-32	1932-33
Direct salaries	\$8,001,994		\$7,704,324
Retirement payments	412,009	\$ 8,414,003	421,670
General operations		859,457	750,037
		\$ 9,273,460	\$ 8,876,031
Police and health charges		105,298	101,331
Junior college tuition		80,997	72,635
Previous years withheld vacation salaries and acct. costs		110,411	355,220
General expenditures — building equipment		1,030,486	109,549
Bond interest		706,032	674,757
Bond redemption		699,000	693,000
		12,005,684	\$10,882,523

THE FREDERICK DOUGLASS SCHOOL, CHESTER, PENNSYLVANIA

(Concluded from Page 37)

transfers of colored students from the Chester High School. Consequently, with the opening of the building the 10A class was retained in the new school. At the beginning of the February term another 10A class was retained as well as the 10B class. Within two more years according to this plan the school will include the twelfth grade and will have been developed

into a complete junior-senior high school. In the meantime, colored students already enrolled in the Chester High School will remain to the end of their course unless transfers are requested.

The shop equipment of this building offers to those students desiring industrial courses advantages that cannot be had in the Chester High School. With its well-equipped gymnasium and medical-inspection room, the school provides health and recreational facilities denied to pupils in the Chester High School. Besides these special advantages, the building is provided with every convenience for the study of the academic courses.

The harmonious color scheme of the interior of the school adds to its conveniences a beauty which contributes to the pleasure of study. With its walls of buff, sand finish, its floors of red and black asphalt tile, and the silver-gray woodwork and furniture, the rooms and corridors present a very pleasing appearance.

This building, with its facilities for broad educational advantages, the harmony of design and coloring enhancing its cultural effect, is meeting the serious need of a rapidly growing section of the city in which the population is chiefly of the colored race.

ADMINISTRATION

♦ Coquille, Oreg. The school-administrative department has departed from the traditional method of grading pupils. Under the direction of C. L. Ward, superintendent of schools, a new system of grading has been introduced in the primary department, to include the first three grades of two buildings. All markings are listed as "p" or "n.p." Citizenship items are checked as to progress and the need for further development. Letters of explanation have been sent to the parents and the school authorities are quite satisfied with the hearty response and coöperation. It is planned eventually to extend the system to the junior high school.

♦ An adult center for students of adult education under the CWA has been opened at Concord, N. H. The school is intended to offer to people in general a chance to meet people of like aptitudes, a chance to develop various talents, a chance to keep mentally and physically fit, and a chance to stimulate Concord industry and business. The school is conducted in the Rundlett Junior High, the Morrill School of Mechanic Arts, and the School Cottage at West Concord each day, except Saturday and Sunday, from 3:15 p.m. to 9:30 p.m. It enrolls a total of 2,000 students and offers 150 courses. The faculty of the school is composed of 17 full-time and 25 part-time teachers, and one special worker. Seventeen teachers are paid \$15 a week, and the balance receive no pay.

♦ The public schools of Nicholas County, W. Va., are being operated under the county-unit plan, with a county school board of five members. The county-unit plan, which went into effect in July, 1933, has been one of the forward-looking steps in the state and has given "a new deal" for the county school systems. The county board of education has effected changes for improving the teaching force by setting up higher standards for efficiency in the classroom.

♦ Abington, Pa. The school authorities have inaugurated a plan for acquainting the school patrons with the work of the schools. Typical "open school" programs have been operated during the evening. The plan has met with considerable success.

♦ St. Louis, Mo. The school board has called an election for May 15 for the approval of a school-bond issue of \$2,000,000 for school-building construction.

♦ Chickasha, Okla. The school board has obtained the approval of the voters for a \$65,000 school-bond issue for aid in the construction of a high school. The board has applied for a federal loan and grant to aid in the financing of the construction work.

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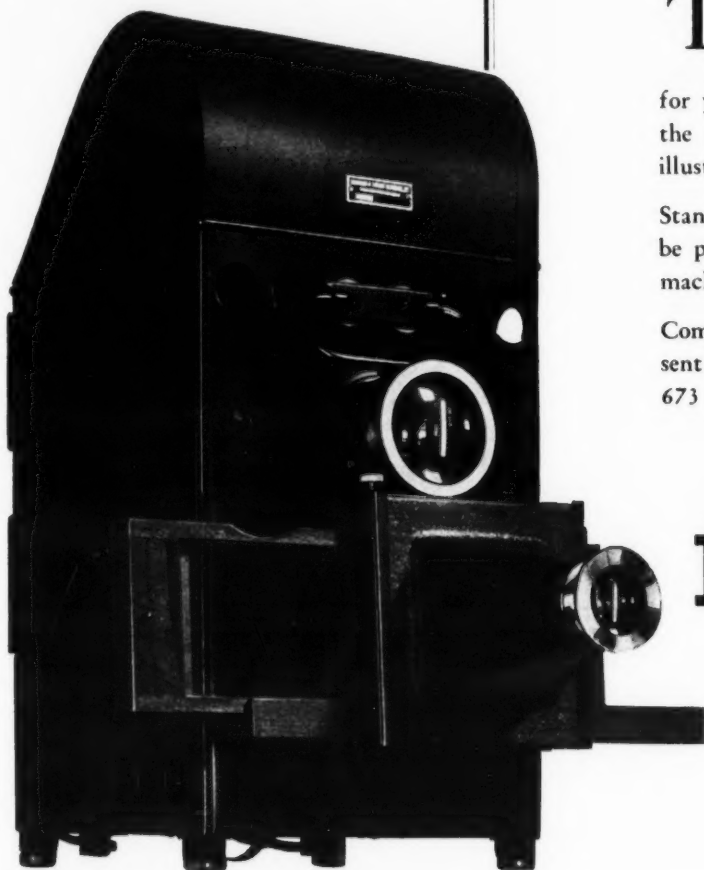
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School Building News

♦ Sault Ste. Marie, Mich. Following a report of the treasurer, the schools have been assured that there is sufficient money on hand to operate for the full nine and one-half months, with the closing date June 1. It was anticipated that the balance in the treasury would be increased with the receipt of funds due from the state and other miscellaneous receipts, which would swell the total to \$70,000, sufficient to operate the schools for the next four and one-half months.

♦ Oklahoma City, Okla. The board of education has completed plans for a building program, comprising one senior high school for Negroes, one elementary school, and additions to several elementary schools. A part of the building program is being financed through a federal grant of \$130,000. Approximately \$200,000 will be expended for repairs to buildings, painting, and maintenance work.

♦ The voters of Port Jefferson, L. I., New York, have approved a proposal for the erection of a high school, to cost not more than \$320,000. Application has been made for a loan from the PWA.

♦ Sand Springs, Okla. The school board is completing a CWA project, involving a cost of \$22,000. The project covers general maintenance and repair, plumbing, electrical work, and room repair.

♦ Providence, R. I. The state and federal advisory boards have approved a request of the school authorities for a loan in financing the construction of two regional senior high schools. The new high schools will be completed at a cost of \$3,000,000.

♦ Jacksonville, Fla. The board of public instruction of Dade County has recently approved a school-construction program, calling for the erection of a six-room school in South Jacksonville, at a cost of \$35,417; a four-room school, at a cost of \$17,000; a five-room school, at a cost of \$29,690; a twelve-room school, at a cost of \$69,817; a twelve-room school, at a cost of \$36,000; a four-room and auditorium building, at a cost of \$36,250; an eighteen-room high school, at a cost of \$151,783; an eight-room school, at a cost of \$33,637. These construction projects are planned in addition to a school repair program, calling for the renovation of fifteen schools, at a cost of \$114,700.

♦ Pittsburgh, Pa. Four new high schools, involving a cost of more than a million dollars, are to be erected in Allegheny County under PWA auspices.

♦ Alabama schools will share in the new school reconstruction program to be conducted under CWA auspices. The cost of the program for 32 counties of the state has been estimated at \$9,501,200, alterations and repairs at \$843,000, and equipment replacements at \$1,142,600, totaling \$11,552,800.

♦ Plans have been approved for three school projects in Delaware. The program calls for new buildings at Dover, Delmar, and Smyrna.

♦ The California State Division of Architecture has approved plans for four school-building projects in Los Angeles, all of which are planned to make the school structures earthquakeproof. Approximately 140 other school plans will be submitted to the state department for approval.

♦ New York, N. Y. Under a new plan adopted by the board of education, 38 draftsmen on furlough will be given twelve days of work a month for the next few months. The men were placed on furlough because of a lack of funds. The cost of the salaries will be met by transferring \$15,000 from the repair account.

♦ La Grande, Ore. As a result of financial aid given under CWA auspices, the city school buildings have been renovated to improve their appearance and to effect changes in the conveniences of school property. Under the improvement program, all school buildings were newly painted, one building was given a new floor, and other improvements were made which would not otherwise have been made. The high school has been provided with a fine athletic field and running track. The improvements were carried out at a cost of \$17,000, most of which was met by federal funds.

♦ Dallas, Tex. The school board has ordered a survey of the school system, to ascertain the needs of the schools in the way of new buildings, sites, additions, and other physical properties. The survey will include possibilities for a special ungraded school for backward students forced to leave school.

♦ Los Angeles, Calif. The citizens of the Beverly Hills district have approved a \$250,000 school-bond issue. The proceeds of the bond issue will be used to strengthen present buildings and to finance new construction projects. Of the total \$250,000, approximately \$125,000 will be expended in strengthening buildings damaged by earthquakes.

♦ East Providence, R. I. The school board has adopted rules and regulations governing the sounding of fire alarms and fire drills in the schools. The action of the board involves a complete installation of push buttons, batteries, and gongs and the preparation and use of new forms of blanks for the reporting of fire drills.

SCHOOL BOARD NEWS

♦ Cleveland, Ohio. The board of education will be compelled to appropriate \$400 a day if indigent children in the city schools are to be provided with free milk. There are approximately 8,000 children of indigent families in the schools and the cost of milk is \$400 a day.

♦ Berea, Ohio. The school board faces the necessity of a forced early closing of the schools due to a reduced budget. Practically all funds have been spent and all operating costs have been cut to the limit.

♦ Swanton, Ohio. The school board has made application for federal aid in financing its current obligations for the remainder of the school year. The action was taken because of a depletion of the school funds.

♦ Moline, Ill. At the regular April election, five new members were elected to the board of education to succeed those whose terms had expired, or who had resigned from the board.

♦ Columbus, Ohio. The school board will shortly determine the status of the teachers, following the expiration of their present contracts. Faced with a lack of funds, the board, last summer, awarded seven-month contracts, which expired on April 1. It became necessary to borrow money to meet the March payroll, and the present condition of the finances has been uncertain.

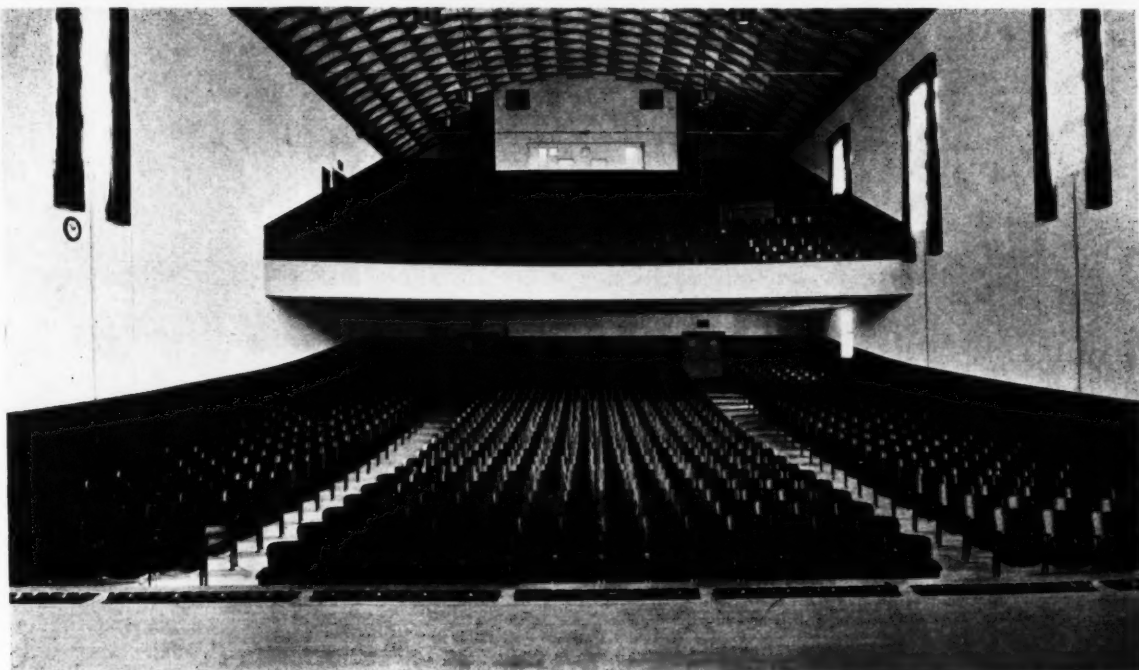
♦ Portsmouth, Ohio. The school board is considering a lengthening of the school term from eight to nine months. The change will depend on the condition of the finances.

♦ Urbana, Ohio. The school board has voted to continue the present term to the first week in June, instead of closing on May 4, as had been previously planned.

♦ The public schools of Ohio County, W. Va., will remain open for the full nine months, under a decision of the county board of education.

♦ Tulsa, Okla. Claude Rosenstein, attorney for the school board, has proposed that the board ask the Supreme Court to take original jurisdiction and determine the right of the schools to a supplemental appropriation from unincumbered back taxes. It appears that the school budget was cut by the excise board as it attempted to apportion 15 mills to cover the expenses of city, county, and schools. During the year, \$114,804 had been collected in back taxes for 1930-31 and prior years, and is unincumbered. The school board asked the excise board to apportion \$109,951 of this to balance its budget. The latter board obtained a ruling from the attorney general to the effect that this could not be done.

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VER, COLO.

SCHOOL LAW

School-District Property

A school corporation, being an independent agency of the state for the education of children residing in the district, performs a governmental function in providing for the transportation of pupils to and from school. — *Hibbs v. Independent School Dist. of Green Mountain*, 251 Northwestern reporter 606, Iowa.

A school board of an independent district, comprising 28 sections and drawing pupils from districts closing schools, acted within the statutory authority and performed governmental power in providing for the transportation of pupils to and from school by bus (Iowa code of 1931, §§ 4233, 4376). — *Hibbs v. Independent School Dist. of Green Mountain*, 251 Northwestern reporter 606, Iowa.

Teachers

A board of trustees had no power to elect or employ a teacher, unless her certificate of qualifications was in full force and on file in the office of the superintendent of schools at the time of appointment (Calif. school code, § 5.420). — *Caminetti v. Board of Trustees of Jackson Union High School Dist.*, 27 Pacific reporter (2d) 929, Calif. App.

A school teacher whose credentials were not on file in the office of the county superintendent could not be legally or automatically reemployed to teach in a school (Calif. school code, § 5.420). — *Caminetti v. Board of Trustees of Jackson Union High School Dist.*, 27 Pacific reporter (2d) 929, Calif. App.

A county superintendent must approve a teacher's contract made with the school trustees if it is legal in form and substance (Tex. revised statutes of 1925, art. 2750). — *Miller v. Smiley*, 65 Southwestern reporter (2d) 417, Tex. Civ. App.

A provision of a teacher's contract that it would be consummated only on approval of the county superintendent was held not a delegation to the superintendent of the trustees' powers to elect and contract with teachers for the district, but only a recognition of a statutory requirement of the superintendent's approval (Tex. revised statutes of 1925, art. 2750). — *Miller v. Smiley*, 65 Southwestern reporter (2d) 417, Tex. Civ. App.

In the absence of a recognized rule, or an express contractual provision requiring the head of the department of a state normal school to hold the degree of doctor of philosophy, a department head's failure to hold such a degree was held not to be a legitimate ground for removal or for deeming his position vacant

(C.L. 8164, 8168, 8179). — *Trustees of State Normal School v. Wightman*, 25 Pacific reporter (2d) 193, Colo.

A public-school teacher employed under a general contract, and entitled to indefinite tenure based on service for three years or more, cannot be dismissed for reasons of economy, while other teachers not entitled to indefinite tenure, whose assignments the former is competent to fill, are retained under employment (4 comp. statutes of 1910, pp. 4763, 4764, §§ 106a, 106c). — *Seidel v. Board of Education of Ventnor City*, 168 Atlantic reporter 297, 111 N. J. Law, 240, Aff. (Sup.) 164 Atlantic reporter 901, 110 N. J. Law, 31.

The dismissal of a teacher by the administrative officer or board, empowered to remove him for cause by either statute or contract prescribing the procedure, which was followed, is conclusive and not reviewable by the courts, in the absence of bad faith, corruption, fraud, or gross abuse of discretion. — *School City of Crawfordsville v. Montgomery*, 187 Northeastern reporter 57, Ind. App.

School Finance and Taxation

LOUISIANA SOLVES SCHOOL-FINANCE PROBLEM

In seeking a solution of its school-finance problem the State of Louisiana created a Tax Reform Commission, whose duty it became to go to the bottom of the trouble and to outline a plan that would provide the remedy. The Commission, under the direction of State Supt. T. H. Harris, and the expert service rendered by John M. Foote, has worked out the following tax and school-support scheme:

1. It provides that the state shall levy and set aside revenues from certain indirect taxes, which will yield several million dollars, with the provision that the aggregate of special local property taxes levied for school maintenance in 1930 shall be reduced by an equivalent amount.

2. The new state school revenues are used to increase the state current school fund and the state equalization fund, and both of these funds are to be apportioned on the same bases now used.

3. All state school taxes for which provision is now made shall be continued, and new and old state school taxes are required to reach a minimum of \$10,000,000,

three fourths to be distributed to the parishes on the basis of the number of educables, and one fourth to be placed in the equalizing fund and distributed as the state board of education may determine. In order to bring the state support to the required minimum of \$10,000,000 present state funds would have to be increased by approximately five to five and a half million dollars.

4. All parishes are to be required to levy for the support of the schools a constitutional property tax of three mills.

5. The state board of education is required to set up a minimum state school program for current operation, and to require this of all of the parishes.

6. The present maximum parish-wide constitutional maintenance tax of eight mills is to be reduced by one eighth, or one mill, for each increase in the state's support of \$800,000. This is one eighth of the aggregate of special maintenance taxes levied in 1930.

7. The right of local special parish tax leeway for maintenance to the extent of one mill in parishes participating in the equalization fund, and two mills in other parishes, is allowed. The purpose of this provision is to enable any parish so desiring to enrich its educational offerings beyond the minimum state program.

8. The parish-wide three-mill tax and any special taxes permitted under the proposed plan shall continue to be levied and imposed upon a basis of 100 per cent of the assessed valuation.

9. The legislature is required to increase the state school funds to a minimum of \$10,000,000 a year to carry the plan into full force and effect. When this has been done, the special maintenance tax rate shall not exceed three mills, and in addition, shall not exceed the number of mills necessary to maintain the difference between the cost of the state minimum program and the average cost of operation in any parish during the three years, 1928-29, 1929-30, and 1930-31.

10. The state board of education is given some degree of authority to overlook parish school budgets.

11. The state board of education is given even greater authority over the school census.

12. State school funds are to be segregated and placed in separate bank accounts, and are to be apportioned to parish school boards monthly.

13. Parish school boards now having debts against current operations are authorized to submit to the people at an election called for the purpose the question of imposing an additional levy of not more than three mills for the purpose of raising funds to liquidate such indebtedness.

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FINANCIAL NEEDS OF SCHOOLS PRESENTED TO CONGRESS

The financial needs of the schools of the country were presented to Congress in hearings before the education committee of the House during the period from February 26 to March 1. The hearings represented an important forward step in the work of the National Committee for Federal Emergency Aid for Education. The national committee is an outgrowth of the Federal Advisory Committee on Emergency Aid in Education, called by the Commissioner of Education.

The committee, in presenting the matter of financial aid, gave a number of reasons why federal aid for schools will be needed in 1934-35. Among the reasons given were a serious reduction in school revenue, increases in school enrollment, inadequate sources of school revenue, inadequacy of state funds to meet depleted local resources, lack of borrowing power for school support, unusual demands on school revenue for current operating expenses, and abnormal share of the school revenue required for debt service.

FINANCE AND TAXATION

♦ County Supt. H. H. Hurd, of Chehalis, Wash., has completed a study of the cost of education in Lewis County. The survey shows that 95 per cent of school revenue was obtained by taxes on real and personal property prior to the school year 1933-34, and many schools suffered severely during the depression years due to the wide variation in per capita assessed valuation. Some districts had as much as \$25,000 of wealth back of each school child, while others had only \$900. The average for the county was \$2,598, and for the state was \$3,923. During the year 1932-33, the state provided 29 per cent of the total support for Lewis County schools, while for the year 1933-34 it provided 51 per cent. The total support from all sources was reduced from \$664,314 in 1932-33 to \$565,816 in 1933-34, or a reduction of \$98,498. The average tax levy in the county was reduced by 2.48 mills during the past two years; the assessed valuation was lowered 23 per cent.

♦ Ridgewood, N. J. The new school budget for the school year 1934-35 calls for \$218,200 for current expenses, \$10,750 for repairs and replacements, and \$2,500 for capital outlay.

♦ Audubon, N. J. The school board has approved a budget for the new year, calling for \$106,335 for school expenses, and \$5,000 for repairs and replacements.

♦ Centralia, Wash. The total expenditures for the

operation of the schools under the new 1934 budget will not exceed \$557,316, according to estimates of the school board. The total estimated school revenue for the current year is \$115,573, of which \$31,323 is raised by a district tax levy of 17 mills.

♦ Waukegan, Ill. The township high school will face a deficit of approximately \$38,312 on September 1, 1934, even if all delinquent taxes are paid, according to information contained in the *Educational Press Bulletin*, published monthly by F. G. Blair, state superintendent of public instruction. The data on the school situation shows that there are delinquent taxes amounting to \$49,901. The liabilities include teachers' orders, anticipation warrants, bonds and interest due and defaulted, and other obligations.

♦ The public schools of Detroit, Mich., have received \$300,000 from the state education department to carry them over until the close of the fiscal year. The school board anticipates a deficit of \$6,000,000 by July 1, due to unredeemed scrip. A number of economies in operating expenses have been made, including salary reductions of from 15 to 30 per cent, and a shortening of the school year. Funds are lacking to replace books and supplies.

♦ Niagara Falls, N. Y. The board of education has adopted a budget of \$2,110,271 for the school year 1934-35. The amount to be collected by taxation is \$1,589,771. The largest item in the budget is \$1,308,785 for teachers' salaries.

♦ Chicago, Ill. Mr. John Howatt, chief engineer of the board of education, in a recent report to the board, showed that the economy program had effected a reduction of \$127,963 in expenditures for coal, gas, electricity, and telephones for 1933, as compared to previous years. The economy was effected through rigid inspection and supervision.

♦ Gloucester, Mass. The school board has adopted a budget of \$365,097 for the school year 1934-35. The largest item in the budget is \$275,367 for instruction purposes.

♦ La Grande, Ore. During the winter, the school board substituted wood for coal as fuel for the school buildings. The change provided employment for 65 unemployed men and affected a saving of more than \$1,000 in one year to the school district.

♦ The Illinois House recently passed the Schnackenberg-Swanson bill, which diverts the revenue from liquor to the relief of the common-school fund of the state. The plan is to give 1 per cent of the 3 cents collected from the gas tax for the common-school fund, which it is believed, will mean a revenue of \$10,000,000 a year. All of the \$10,500,000 distributive school

fund for the year will be paid out of the sales tax, and the balance due out of unpaid taxes will be credited to the schools as soon as paid.

♦ Medford, Mass. The school board has adopted a school budget for 1934-35, calling for a net amount of \$972,223, which is \$6,177 below the estimate of \$978,410 for 1933-34. The new budget includes reductions amounting to \$20,125, as suggested by the mayor, which were effected by salary donations, reductions in the cost of textbooks and supplies, medical inspection, repairs, transportation, and vocational schools.

♦ Leominster, Mass. The school board has voted to restore the no-school signal, to be utilized in cases of extreme emergency.

♦ Corry, Pa. The school board, during the past school year 1933-34, conducted its business affairs with such good business judgment that no schools were closed and no essential activities of the schools were discontinued. The board maintained an economical program throughout the year and the books were closed with a small balance on hand.

Among the economies effected during the year were the elimination of small classes, a reduction of salaries for all school employees, a revaluation of property, the installation of stokers for school heating plants, and the installation of pull-chains on electric lights. A member of the board was assigned to serve as school treasurer, without compensation.

♦ Chicago, Ill. The board of education has prepared a tentative school budget, calling for an appropriation of \$71,242,610 for school purposes during the year 1934-35. The tentative budget makes a reduction of \$4,619,503 in educational fund appropriations. The figures show an increase of \$4,773,500 in building fund appropriations for new buildings.

♦ Oklahoma City, Okla. The school board and county commissioners of Oklahoma County have made a demand for \$25,500 in beer-tax money. The school board has asked for \$19,500 as its share of the money.

♦ Newton, Mass. Increased economy in school operation has earned the city the position of second most economical in the state, according to George Kellar, secretary of the school board. The rating is based on the cost per thousand dollars of assessed valuation. The value of the school plant has increased from \$2,500,000 to \$9,500,000 during a ten-year period.

♦ Medford, Mass. The school board has adopted a budget of \$1,063,432, which has been cut to \$934,925 by the mayor. The budget estimate for last year was \$953,628.

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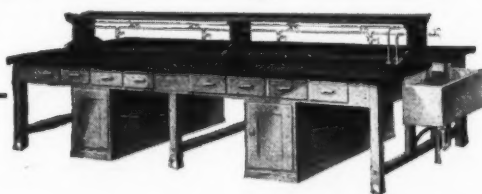


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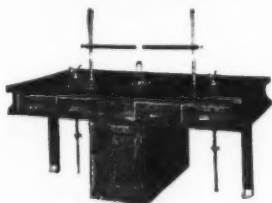
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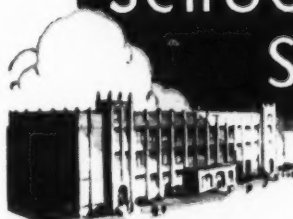
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School Board News

♦ Louisville, Ky. The public schools are facing a shortening of the school term, due to a shortage of funds. The school board anticipates a deficit of \$204,930 for the current year. The board has been compelled to ask the city for an increase of \$135,093 in city revenue this year.

♦ Mansfield, Mass. The school board has voted to continue a rule, requiring teachers to live in the city.

♦ Seattle, Wash. The school board has recently voted to retain its rule, forbidding political or religious meetings to be held in the school buildings. The question arose over a recent meeting held by a local civic club at which candidates for office appeared by invitation.

♦ Fargo, N. Dak. The board of education recently issued a statement, signed by its president, Mrs. Oscar Kjolrie, soliciting the support of the taxpaying public in the payment of school taxes. The statement was sent to various civic groups and was intended to stimulate interest and civic consciousness in taxpaying. In explanation of its action, the board pointed out that the tax levy for 1933-34 school expenses is almost adequate, provided the taxes are paid promptly. If the taxes are not paid, then the schools will be faced with a serious shortage in school funds to carry the schools through the next school year.

♦ The length of term of school-board members in Texas has been increased from two to six years, under a law passed by the state legislature a short time ago.

♦ The public schools of Abington Township, Abington, Pa., were operated during the school year 1933-34 without any curtailment of program. The current budget is 16 per cent below that of the previous school year. While the teaching staff was not reduced, the salaries of teachers were cut 12 per cent, and the other school employees were cut proportionately.

♦ Sand Springs, Okla. The educational program of the public schools was conducted during the depression, without any curtailment of activities. In fact, some departments were expanded in scope. Economies were effected through salary cuts, reductions in operating expenses, and increases in the teaching load. Reductions in school expenses have been cut to the minimum in order to prevent an impairment of school efficiency.

♦ The New York City board of education has abolished two thirds of its standing committees. Although the board has only seven members, it formerly operated fifteen committees. These have now been reduced to five, in accordance with a recommendation of the State Commissioner of Education.

♦ The taxpaying citizens of St. Louis, Mo., on February 20, voted to continue the present school-tax rate of 85 cents on each \$100 for the next four years. The school-tax proposal was approved by a vote of nearly 4 to 1. The state constitution limits the school-tax rate to 60 cents on each \$100, unless the voters approve a higher rate once every four years.

The success of the proposition was attributed to the efforts of the school authorities in acquainting the voters with the need for the 85-cent tax rate, which had been in effect for the past thirteen years. Friends of the public schools formed an organization known as the Citizens' School-Tax Campaign Committee. This organization issued advertising material citing the need for the 85-cent tax rate, furnished speakers for the meetings, carried advertisements in the local press, and in other ways stressed the need of the schools. More than 350 civic organizations indorsed the tax, while only one opposed it.

♦ Little Rock, Ark. The public schools will be operated in 1934-35 with a budget of \$796,243, as against \$797,340 in 1933-34, or a reduction of \$1,097. The board will seek to keep within the budget through drastic economies in school expenditures.

♦ New Bedford, Mass. The school board has approved the mayor's appropriation of \$1,243,000 for the operation of the schools during the 1934 school year. The schools will be operated for forty weeks.

♦ State aid in the amount of \$5,000,000 will shortly be available for Ohio schools. It is expected that \$2,600,000 will be used to pay back salaries for 1933.

♦ Oklahoma City, Okla. The board of education has voted to increase the budget for 1934 in order to give the teachers a salary increase of from 7 to 9 per cent. The action of the board restores from 30 to 40 per cent of the amount of the salary reduction in effect during the depression.

♦ Chicago, Ill. The board of education has adopted a tentative 1934 school economy budget, calling for a total appropriation of \$71,242,610 for school purposes. The budget will insure a revenue for the school educational fund of \$44,000,000 for 1933 and \$43,000,000 for 1934. Mr. J. B. McCahey, president of the board, stressed the fact that the results of the economy program would be apparent in the 1934 budget.

♦ Sand Springs, Okla. The board of education has asked Supt. C. H. O'Dell to make a study of school-supply costs, covering the junior and senior high schools. A study of supply costs in the elementary schools was recently completed.

♦ Haverhill, Mass. The budget of the school board for the year 1934 has been set at \$596,765, which is an increase of \$65,338 over the estimate for 1933-34.

♦ Fairfax, Va. The school board of Fairfax County has adopted a budget of \$376,119 for the school year 1934-35. The budget represents an increase of \$115,000 over the estimate for 1933-34 and is due to a school-building program.

♦ Maplewood, N. J. The school board of South Orange, Maplewood, has adopted a budget of \$1,058,058 for the school year 1934-35, which represents a reduction of \$51,257 from the amount appropriated for 1933-34. Of the total amount, \$658,010 is for the operation of the schools, and \$400,048 for debt service.

♦ Lowell, Mass. The school board has rejected a proposal of the mayor and the city council for the segregation of the \$1,035,682 school budget. The school department has asked the city government for a new segregation, which will permit the department to carry out a program similar to that of last year.

♦ Gloucester, Mass. The school board has adopted a budget of \$365,097 for the school year 1934-35. Of the total amount, \$275,367 is for instruction purposes, and \$13,930 is for general control.

SCHOOL BUILDING CONSTRUCTION

In eleven states west of the Rocky Mountains contracts for two new school buildings costing \$140,000 were let in February. A total of 60 projects are under way but the contracts have not yet been let. The estimated cost of these projects is \$4,043,760.

School-building contracts during the month of February showed a decided increase over the same period of the previous year. In 37 states east of the Rockies, Dodge reported a total of 349 contracts let, involving the expenditure of \$5,448,900. The square footage amounted to 566,400 ft.

SCHOOL BONDS

During the month of February school bonds were sold in the amount of \$4,529,864. Of these, \$3,892,464 were issued for capital investment purposes. The balance were issued for refunding and similar purposes. The average price rose so that the net return was reduced to 4.74 per cent.

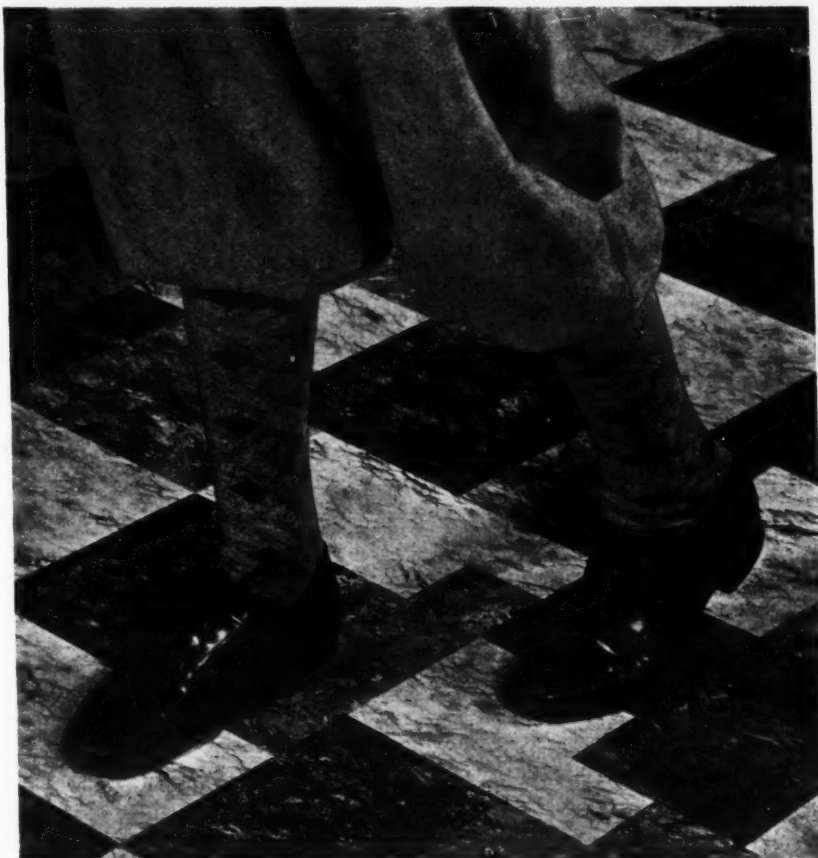
This floor QUIETS noisy footsteps

THIRTY or forty pairs of feet shuffling about! Movable tables and chairs scraping on the floor! This hubbub in classrooms is a real obstacle to teaching. But there's an easy way to overcome the evil—install a *quiet* linoleum floor!

Thousands of schools have done it! And they've accomplished, in addition to silence, an important saving in maintenance costs. Armstrong's Linoleum Floors are sanitary and easy to keep sparkling clean. They save hours of the janitor's time . . . and the janitor's time is the school board's money. When you save one . . . you save both!

These sturdy floors are resilient to walk on, too. And they wear and wear but never show it!

For full information, write Armstrong Cork Company, Floor Division, 1212 State Street, Lancaster, Pennsylvania.

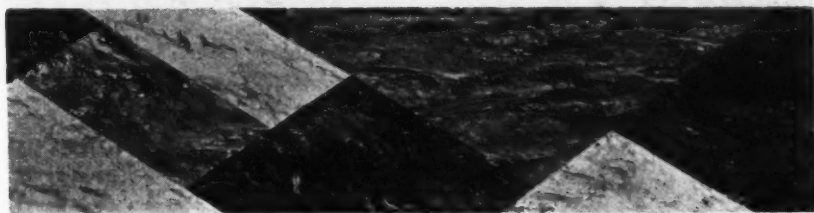


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Armstrong's LINOLEUM FLOORS



for every school and college



This Machine will Stretch your Budget



Find out more about this modern cost-reducing method of firing. Return the coupon.

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**LINK-BELT
AUTOMATIC STOKER**

The Link-Belt Automatic Coal Burner comes as a blessing to school officials faced with the problem of getting the most from limited budgets.

This equipment is available on attractive terms. Monthly payments can be arranged that are often less than the monthly fuel savings effected. After the stoker has paid for itself, it repays substantial annual dividends.

Stoker firing has increased 35% in 1933. Now is the time to investigate its possibilities.

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Please send further information on stoker firing.

Name Title
School
Street
City State



School Administration in Action

AN AWARD SYSTEM FOR HIGH-SCHOOL ACTIVITIES

O. E. Domian

Six years ago the writer introduced a point system in his school as the basis for awards in all school activities. The former method had been to grant letters for participation in interschool athletics, but to give no recognition to any other activity. The point system that was introduced had as its principal object the recognition of other school activities on the same basis with athletics. During the first years of the new method the chief difficulty that was encountered was the balancing of one activity against another and determining the relative value of each activity. The first two years served as a period of experimentation, and several changes were made in the weighting of the activities. By the third year the system was well enough established so that changes were necessary in very minor points.

In the system as it is functioning, letters are awarded for scholarship, school paper, declamation, band, football, basketball, track, and girls' athletics. Additional points may also be earned in fifteen other activities. A special leadership medal is granted to each of the ten students receiving the greatest number of points during the school year—provided that they satisfy minimum requirement in scholarship and behavior. The letters and medals are awarded at a school-activities supper in the spring of the year. All of the letters are of the same size; a block letter is used for athletics and an Old English letter, with an insignia to indicate the activity, for each of the other activities.

The points awarded for each activity are as follows:

Activity Leadership Medal—To be given each of the 10 students having the greatest total of points at the end of the year; provided that they receive at least 15 points in scholarship and 3 points in conduct and effort.

Scholarship—(32 points are required to secure a letter). Average marks for each six-week period used as basis. In averaging count 3 for each A, 2 for B, 1 for C, 0 for D, 3 for F. Points to be given as follows:

Average of 2.4-3.0 — 7 points
Average of 2.0-2.49 — 6 points
Average of 1.5-1.99 — 5 points
Average of 1.0-1.49 — 4 points
Average of .5-.99 — 3 points
Average of 0-.49 — 1 point
Below 0 — 5 points

Averages for first five six-week periods used.

School Paper—(25 points are required to secure a letter). Maximum of 35 points. Actual number for each individual determined at end of year by director of activity, principal, and superintendent.

Declamation—(15 points are required to secure a letter). 10 points for competing in local contest. Additional 5 points for 2nd in local contest. 10 points for 1st in local contest.

ACTIVITY

Band—(25 points are required to secure a letter). Maximum of 30 points. Actual number for each member determined at end of year by director of activity, principal, and superintendent.

Football—(25 points are required to secure a letter). 20 points for squad membership. ½ point for each quarter he participates, 5 for captaincy. 1 demerit for each unexcused absence from practice. 2 demerits for each game below grade.

Seniors on the squad three years may be awarded sufficient points for a letter.

Basketball—(25 points are required to secure a letter).

15 points for squad membership. ½ point for each quarter of first team game. ½ point for each half second team game. 5 for captaincy. 1 demerit for each unexcused absence from practice. 2 demerits for each game below grade.

Seniors on the squad for three years may be awarded sufficient points for a letter. Players chosen for the tournament squad will be awarded enough additional points to secure a letter.

Track—(20 points are required to secure a letter).

10 points for competing in an accredited meet. 10 points for placing in state contest or scoring. 5 points in district or 2 in regional or invitational meets. 5 for captaincy.

1 demerit for each unexcused absence from practice.

Athletic Manager—(50 points are required to secure a letter).

20 points for football squad, 1 point for each game. 10 points for track squad. ½ point for each meet.

15 points for basketball squad, ½ point for each game.

1 demerit for each unexcused absence from practice.

1 demerit for losing or forgetting anything.

Girls' Athletics—(35 points are required to secure a letter).

Hiking—50 miles, 10 points
75 miles, 15 points
100 miles, 20 points

Basketball—First team, maximum of 15 points
Class teams, maximum of 10 points

Kittenball—First team, maximum of 15 points
Class teams, maximum of 10 points

Athletic captaincy—maximum of 5 points

Student Council—Maximum of 15 points; principal and superintendent to determine the exact number for each individual.

Cheer Leaders—Maximum of 15 points; coach, principal, and superintendent to determine exact number for each one.

Boys' and Girls' Glee Clubs—Maximum of 10 points for each; director of activity, principal, and superintendent to determine the exact number for each student.

Music Contest—5 points for competing.

Commercial Contest—Additional 5 points for winning first, second, or third in district contest.

Class Plays—Maximum of 15 points.

Operettas—Director of each activity, principal, and superintendent to determine the exact number for each student.

Boy Scouts—Girl Scouts—Maximum of 15 points.

Campfire—Director of each activity, principal, and superintendent to determine the exact number for each student.

4-H Club—Maximum of 15 points for membership. Additional 5 points for winning local contest. Director of activity, principal, and superintendent to determine the exact number for each student.

Class Officers—Maximum of 10 points. Class adviser, principal, and superintendent to determine the exact number for each officer.

Conduct and Effort—Average mark for each six-week period used as basis. In averaging, count 3 for A, 2 for B, 1 for C, 0 for D, 3 for F. Points to be given as follows:

Average of 2.5-3.0 — 2 points
Average of 2.0-2.49 — 1 point
Average of 1.0-1.99 — 0 point
Average of 0-.99 — (-1) point
Below 0 — (-2) points

First five six-week periods to be used.

Attendance—2 points for perfect attendance each six weeks. One demerit for 3 tardiness cases. One additional demerit for each tardiness over 3. First 5 six-week periods to be used.

In many of the activities only the maximum number that will be awarded has been fixed. Then the director of each activity works out his own basis for determining the amount and quality of work required to secure that maximum. Points are then awarded on a sliding scale up to the maximum, according to the standards set up by the director. The principal and superintendent serve on the committee for each activity to see that a proper balance is kept between activities.

No arbitrary limit is placed on the number of activities that a student may enter. As soon as the student shows that he is unable to handle his class-work satisfactorily, he is required to drop some of the extracurricular work. Every student is urged to participate in at least one activity.

A chart is kept in the assembly room on which the students' names are entered at the left and the activities at the top. At the end of each six-week period the points earned during that period are entered on the chart. As a result every student knows his own score to date and may compare it with the score of any other student.

At first glance the keeping of the record for each student may appear to be a tremendous job but it is rather simple. The points for scholarship, conduct, effort, and attendance are computed at the time the grades are entered on the report cards each six-week period. For the other activities the director hands in a list of the participants with the points earned at the termination of the activity.

EDUCATION IN AMERICA

As I visualize the future, I see the number of teachers increase as the number of agriculturists, skilled laborers, and industrial workers decrease. Future generations will realize it will be far better for them to do a full day's work themselves and employ more people to develop their children physically, intellectually, and spiritually. Christian teaching is an industry that can never be overdone, as it is turning out a product of which there can never be a surplus. Even today the safest and most profitable investment is in education.—Roger W. Babson.

ity. The last six-week period is not used in securing scholarship, conduct, effort, and attendance points, as that would mean the awards could not be made until after the close of school. At the end of the year the results, as shown on the chart, are entered on the student's permanent record card. Thus we secure an accurate, cumulative record of the extra-curricular activity of each student.

ECONOMIES EFFECTED AT NEW CASTLE, PENNSYLVANIA

Since the onset of the economic depression the school authorities of New Castle, Pennsylvania, earned and held the confidence of the public in the schools by meeting their responsibility for maintaining the schools on an efficient and economical basis. During the crisis the schools faced a reduced income, greatly increased enrollment, crowded classrooms, and limited educational supplies.

In the solution of its problem, the school board endeavored to keep the schools open, to effect needed economies, and to meet its payroll regularly. During the year 1932-33, the school board effected a 20 per cent reduction in salaries amounting to \$125,258. A proportionately large saving was made in the operating expenses of the departments of equipment, supplies, and supervisory activities. The economies were made necessary due to the large amount of uncollected taxes and the desire of the school board to reduce the tax burden during the period of the crisis.

In discussing the situation, Supt. Clyde C. Green recently wrote: "The increased responsibility of the schools is the result of a constantly increasing recognition of their importance on the part of the general public. The demand for service by the schools has increased so rapidly during recent years that school authorities have found it impossible to meet that demand because of financial limitations.

"In the city of New Castle, the population has increased only 8 per cent since the world war, whereas the school population has increased 33.7 per cent. During the same period the senior-high-school population has increased 279.9 per cent.

"The present economic crisis has seriously limited the available income of the schools and, at the same time, it has added to their responsibilities to a degree not realized by those not closely connected with their operation. With greatly reduced facilities there is a very distinct necessity for more service. Crowded classrooms attended by large numbers of undernourished and scantily clad children, limited educational supplies, and other factors present problems which the general public does not fully appreciate. Nevertheless, the rational patriotism and professional devotion of the teachers of America have made them willing to bear their burdens cheerfully and carry on like true soldiers in the public service."

BENEFITS OF COUNTY UNIFICATION

Several counties in West Virginia have endeavored to adjust themselves to the new county-unit law, which went into effect July 1, 1933. This law is believed to be the greatest forward step in the administration of education ever promulgated in the state.

In the light of the experience gained in Nicholas County, Supt. Shirley Morton recently said: "The county-unit idea implies a new deal which centers authority to the point where executive problems can be met and handled with common sense and common judgment. The things that were not possible before the enactment of the law are now possible. The school children enjoy an equal education opportunity.

"Through the 'New Deal,' the county board of education is going to be able to improve the teaching force by setting up higher standards for efficiency in the schoolroom. The school board has the opportunity to work with less criticism and more common sense than a large number of boards that were elective heretofore. The board in control now, was appointed by the state superintendent of schools, but is to be elected in the future. The thing that will help the schools will be to change this board from an elective one to an appointive one as exercised during the past year. Better boards of education can be obtained through the appointive method."

"MEASURED SOAP"



The Palmolive Dispenser uses Palmolive Soap for Dispensing Machines. Easy to fill. Easy to keep clean. It won't corrode, cake at the outlet, or leak. Cuts soap waste 30% to 40%!

CUTS WASTE
in school washrooms

30%-40%

New Invention meets long standing need for better washroom facilities

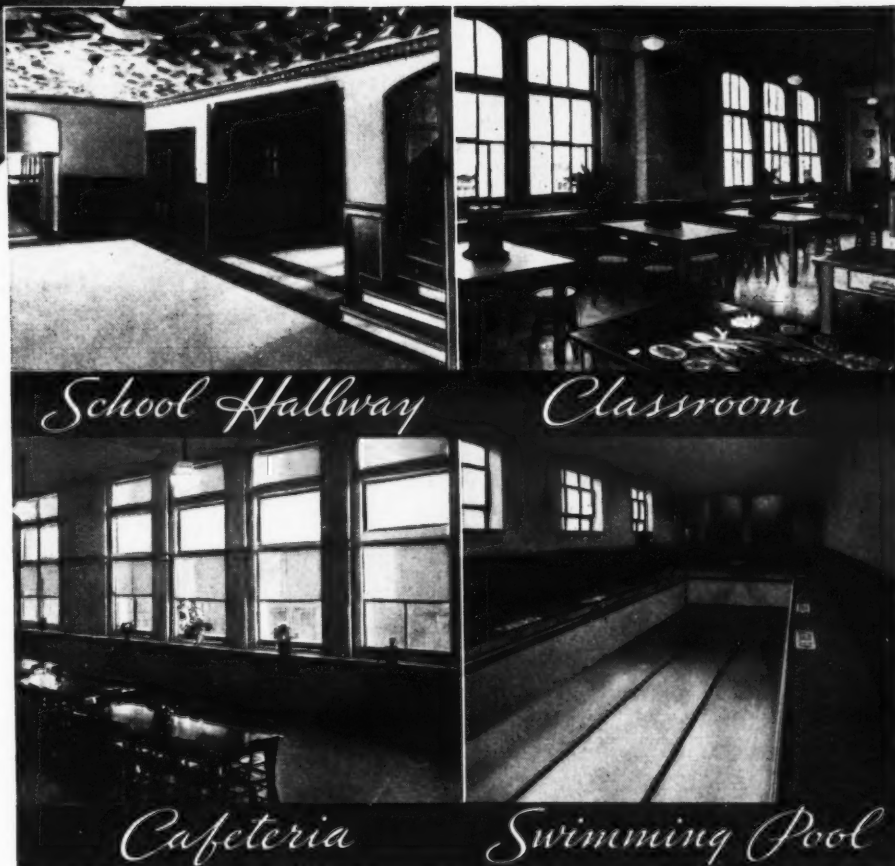
LOOK again at the illustration shown above. You have never seen a dispenser quite like this one before. So strong that the youngsters can't hurt it. Fool proof. They can't take it apart. And it measures out—without "leaking" or trickling waste—just the right amount of economical Palmolive Soap for Dispensing Machines needed for a good "clean-up". *At one one-hundredth of a cent a wash!*

Your Students Need this Service

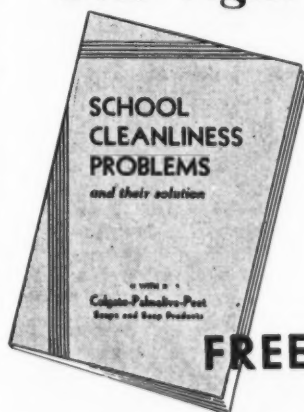
We know it's a problem to provide washroom facilities for students . . . that cake soaps are not satisfactory in some cases, while the dispensers used with liquid soaps often break down.

Yet your students certainly should have the facilities to practice the personal cleanliness that is preached in your classrooms.

Now they can! Used together, the PALMOLIVE DISPENSER and PALMOLIVE SOAP for Dispensing Machines (a special form of Palmolive Toilet Soap) provide 100 measured washes for *one cent!*



The right soaps and methods can
save money here, too!



FREE!

What kind of soap product is best—and lowest in cost for maintaining cleanliness in halls and corridors with floors of marble, terrazzo or tile?

What kind is best . . . lowest in cost . . . for maintaining desks and other wooden furniture? What kind for use in the cafeteria and kitchen? What is required for swimming pools and gyms?

You have to answer these questions. And the wrong answers will mean needless expense.

Colgate-Palmolive-Peet offers you a full range of soap products, adapted to meet all your maintenance requirements, along with a service to help you determine the most economical cleaning methods.

Just write to us today. We will send you—*free*—the illustrated booklet, "School Cleanliness Problems". And, if you wish, will have a representative from our staff put himself at your service. You are in no way obligated.

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If you buy on the basis of appearance . . . most lines look very much alike. If you buy on price alone, you sacrifice quality. But if you buy on the basis of performance . . . proven correctness and wearability . . . the chances are that you will buy from Peabody, AND THE COST OF THIS FURNITURE WILL BE LOW, BOTH IN DEPENDABILITY AND YEARS OF SERVICE.

Our catalog will be sent upon request—entirely without obligation.

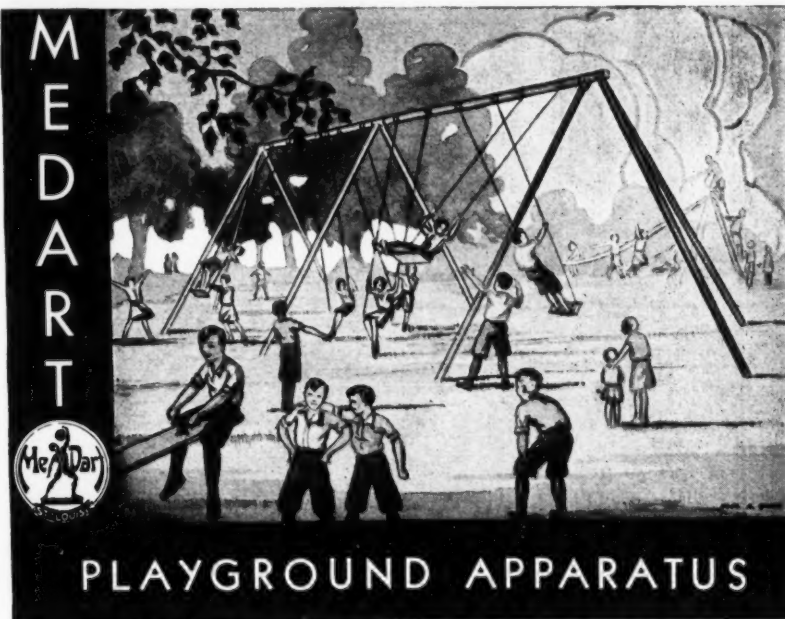
PEABODY SEATING COMPANY
North Manchester, Established 1902 Indiana
Manufacturers of a comprehensive line of school chairs and desks.

We will be glad to know your requirements—and to make our recommendations.



No. 200 Steel
Frame Desk

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Catalog P-2
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Playground
Apparatus

MEDART, pioneering and leading in the manufacturing of Playground Apparatus, provides all the features of fun, variety, safety and durability that make for a successful playground.

The MEDART organization will be glad to help you plan the most efficient and economical installation of apparatus, without obligating you in any way.

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PERSONAL NEWS

- Supt. C. G. PARSONS, of Water Valley, Tex., has been re-elected for another three-year term.
- Supt. W. J. ROBINSON, of Lincoln, Kans., has been re-elected for another year.
- Supt. A. H. SMITH, of Goldthwaite, Tex., has been re-elected for another year.
- Supt. I. T. SIMLEY, of South St. Paul, Minn., has been re-elected for another year.
- Supt. R. S. HICKS, of Casper, Wyo., has been re-elected for a two-year term.
- Mr. PAUL MORRIS has been elected superintendent of schools at Benkelman, Neb.
- D. D. MAY, of Rock Rapids, Iowa, has been elected superintendent of schools at Little Rock.
- Supt. J. F. HUGHES, of El Dorado, Kans., has been re-elected for a two-year term.
- Supt. T. S. MARCH, of Greensburg, Pa., has announced his retirement at the completion of his term on July 1.
- Supt. J. R. HUMPHREY, of Olney, Ill., has been re-elected for a third term, with a substantial increase in salary.
- Dr. JENNY B. MERRILL, a well-known educator and a pioneer in the kindergarten movement in the United States, died on February 19, in Hollis, L. I., New York, at the age of 80. Dr. Merrill was a graduate of Hunter College and was a member of the faculty for a number of years after her graduation. She organized the first kindergarten in 1883, in the Normal School. In 1893, Dr. Merrill was made director of all kindergartens in the city school system.
- Supt. L. H. PETTIT, of Chanute, Kans., has been re-elected for a two-year term.
- Supt. ROY HOGGLUND, of Bonner Springs, Kans., has been re-elected for a two-year term.
- JOHN RAPHAEL ROGERS, first superintendent of schools of Lorain, Ohio, died at his home in Brooklyn, N. Y., at the age of 77. Mr. Rogers was a graduate of Oberlin College and was superintendent of Lorain schools from 1877 to 1881.
- Supt. A. A. SLADE, of Laramie, Wyo., has been re-elected for a three-year term, beginning with July 1.
- Supt. R. L. JONES, of Memphis, Tenn., has been re-elected for a two-year term, at an annual salary of \$7,500.
- Mr. HENRY BOONE, of Ponca, Neb., has been elected superintendent of schools, to succeed R. F. Fletcher. Mr. Boone was formerly principal of the high school.
- Mr. A. C. RITTER, superintendent of schools of the West Walnut Manor School District, near St. Louis, Mo., died at his home on February 11.
- Mr. CLAUDE BROWN has been elected superintendent of schools at Stuart, Iowa.
- Supt. C. J. POWELL, of Aberdeen, Wash., has been re-elected for a three-year term.
- Supt. DEGARIS REEVES, of Vancouver, Wash., has been re-elected for another term.
- Supt. FRANK CODY, of Detroit, Mich., on February 20, was guest of honor at a banquet given by the city teachers in the local Masonic Temple. Mr. A. D. Jamieson acted as toastmaster.
- Supt. J. P. MANN, of Evansville, Wis., was recently elected as president of the Southern Wisconsin Teachers' Association.
- Dr. WILLIAM H. SNYDER has announced his retirement as

director of the Los Angeles Junior College at Los Angeles, Calif.

- Supt. D. E. WOLGAST, of Marysville, Kans., has been re-elected for a thirteenth term.
- Mr. CHARLES E. WILLIAMS has been elected superintendent of schools at Madrid, Nebr., to succeed L. R. Graul.
- Supt. J. W. IRELAND, of Frankfort, Ky., has been re-elected for another four-year term, beginning with July 1, 1934. Mr. Ireland has completed sixteen years of service. During his period of service, a high school has been erected for the white students, a high-and-grade school for the colored students, and two ward buildings have also been constructed.
- Mr. PAUL CROPIAN, formerly principal of the high school at Bainbridge, Ind., has been elected superintendent of schools at Peru, to succeed G. W. Youngblood.
- Supt. H. W. GODFREY, of Waseca, Minn., has been re-elected for another term.
- Supt. E. P. CLARKE, of St. Joseph, Mich., has been re-elected. Mr. Clarke will complete his thirty-sixth year in the schools.
- Supt. W. E. SHEFFER, of Manhattan, Kans., has been re-elected for another two-year term.
- Supt. E. E. OBERHOLTZER, of Houston, Tex., has been re-elected for a four-year term. Mr. Oberholtzer has been head of the school system since 1924.
- The board of education of Norwood, Ohio, has created the position of business manager, with the appointment of Mr. HARVEY SHIRLEY, at a salary of \$2,500 a year. Mr. Shirley will have charge of all school-business affairs, engineering work, heating plants, and will make inspections and offer recommendations for changes in equipment. He is an experienced business executive and holds a senior membership in the American Society of Mechanical Engineers.
- CHARLES G. CLARKE, who served for more than sixteen years as secretary of the board of education of Sault Ste. Marie, Mich., died at his home on February 13, after a brief illness. He was 75 years old. Mr. Clarke became a member of the board in September, 1917, and was named secretary the same year.
- SAMUEL B. MCNEILL, president of the school board of Murphysboro, Ill., died at his home on February 21.
- Supt. H. M. CORNING, of Colorado Springs, Colo., has been re-elected for a new three-year term, at a salary of \$6,000 a year.
- Mr. EBENEZER FERRY, of Worland, Wyo., has been elected superintendent of schools at Greybull, Wyo.
- Mr. JOHN A. WIELAND, superintendent of schools at Calumet City, Ill., has announced his candidacy for the office of state superintendent of public instruction on the Democratic ticket.
- Supt. S. M. STOFFER, of Wilmington, Del., has been re-elected for another four-year term, following the completion of five years' service in the schools.
- Dr. ROSS L. FINNEY, formerly associate professor at the University of Minnesota, died February 24, in a Minneapolis hospital. Dr. Finney, who was 59, was a graduate of the Upper Iowa University, the University of Chicago, and Boston University. He was professor of economics at the Illinois Wesleyan University, and was for some time instructor at the State Normal School, Valley City, North Dakota. He retired from Minnesota in 1933.

- Mr. RALPH D. JENKINS has been elected superintendent of schools at Englewood, Colo.
- Supt. R. W. GIBSON, of Redfield, S. Dak., has been re-elected for a three-year term.
- Supt. O. C. PRATT, of Spokane, Wash., has been re-elected for a three-year term.
- Supt. E. K. BARDIN, of Sugar Land, Texas, has been re-elected for a two-year term.
- Supt. EMIL ESTENSON, of Buhl, Minn., has been re-elected for a sixth term.

WISE ECONOMY IN SUPERVISION

Supervision is a creative enterprise. Among its objectives is that of the development of a group of professional workers who are trained to attack their problem scientifically.

Generally speaking, the functions of supervision may be summarized under four main headings, to wit: (1) inspection; (2) research; (3) training; (4) guidance. While recognizing the necessity of inspection for administrative purposes, there is a tendency in supervision to minimize inspection and to emphasize training.

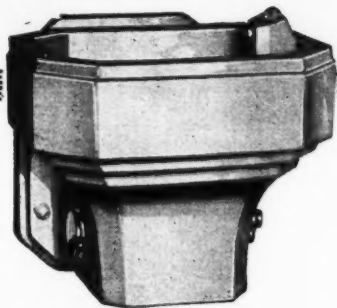
Both inspection and research become subsidiary functions to the training and guidance of teachers. The training program concerns itself with keeping the personnel informed and practiced in the best educational procedures. It creates a responsive attitude, an alert mind to new ideas and methods, a desire to co-operate, and an inspiration and vision for creative and constructive effort.

It is unwise economy in a program of supervision to leave teachers with unguided, uninspired leadership to develop by trial and error the many knowledges and practices involved in the complexities of teaching and learning.

Thus economy in the program of supervision provides for fully qualified supervisory personnel adequate to organize a co-operative professional program based on a "mutual recognition of interest" of those becoming a part of the group affected. The creative supervisor is scientific-minded, and sympathetically social-minded. With understanding she strives for uniformity of purpose rather than uniformity of practice; bases her findings and suggestions for improvement upon professional objectives and impersonal standards built upon the findings of research and the best educational theory and practice and applied with the human element in mind. — E. E. Oberholtzer, Personal News

WHO SHALL MAKE THE CHILD ATTEND SCHOOL?

When schools are open and an attractive program of studies is available we need not worry about whose responsibility it is to make the child attend school. He attends because he wants to do so. The modern school when permitted to develop and to adapt its work to the needs and capabilities of children makes "going to school" a joy and a privilege. Under such circumstances parents have no difficulty in sending children to school. When nonattendance occurs it is not a matter for gum-shoeing truant officers but rather a symptom of maladjustment, the underlying cause of which is to be sought by socially minded visiting teachers. This is a problem requiring educational rather than legal methods. The right of the child to school attendance and a chance to do something worth while in school must be observed regardless of residence, race, or economic status. It constitutes an inalienable claim, not only on the financial resources of governmental agencies but on each of us. — M. C. Potter.



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Model No. 122

DEPENDABLE

You can rely on the Rundle-Spence Model No. 122 to meet your drinking fountain needs in a practical, sanitary and economical manner. An installation in your school will convince you that the simple, trouble-free operation and the control of water mean continuous saving. There is no danger of contamination if the drain should clog, because the angle stream jet is above the rim of bowl.

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or other models.

RUNDLE-SPENCE MFG. CO.

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Shades that keep the Sun's Glare OUT But let all the light IN!



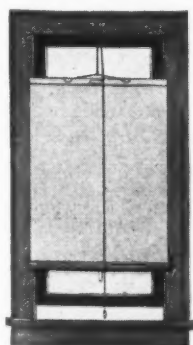
PROTECT your pupils from window shades that shut out LIGHT. Shades that cause semi-darkened classrooms. Inadequate working light often leads to eyestrain, nearsightedness and nervous disorders. Pupils become fidgety—difficult to control—slowed up mentally. Children need not labor under such a classroom handicap with Draper Adjustable Shades, which keep the glare OUT, but let the light IN.

Adjustable from both top and bottom of the window, Draper Adjustable Shades permit the valuable top light to reach *all* the desks—even those farthest from the windows. Healthful ventilation is insured because windows may be opened from the top without flapping of shades to distract.

Durable, easy to install, economical, Draper shades meet the needs of modern schools and education as no other window shade can. Interesting literature and sample of Dratex cloth sent free to educators. Address Dept. A.A.

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Classroom lighted with Holophane Filterlites. Note the quality of the illumination both on desk tops and blackboards, the thorough diffusion of light, and the complete absence of all sharp shadows.

Install HOLOPHANE for Efficient, Permanent and Economical School Lighting

HOLOPHANE Planned Lighting produces the greatest amount of useful light from a given investment in current and lamps. It is especially appropriate for school projects carried on in connection with the Public Works Administration. This is because the P.W.A. places emphasis on the same features of scientific dependability and economy which distinguish Holophane lighting units.

For every area in your school—indoor and outdoor—there is a Holophane unit specifically adapted to provide the most appropriate illumination, at the lowest operating cost. A highly specialized engineering department is maintained for the sole purpose of giving free planning and specification service on lighting. Just state your problem, and leave the solution to Holophane.—Holophane Co., Inc., 342 Madison Ave., New York. Offices also in Toronto. Works, Newark, O.

Illumination Service Since 1898



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produces the greatest amount of useful light

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Modern Schools Use This Floor Finish Safer—Cleaner—Easier to Maintain

Progress means change. Today, one of the most progressive steps any alert school executive can make is to eliminate unsightly, inflammable, oil-soaked floors with Seal-O-San.

This floor finish penetrates deep into the pores of the wood. It seals all cracks, and leaves a beautiful surface that defies dirt or moisture.

And any one can apply Seal-O-San

quickly with a lambswool mop. Because it is so inexpensive to apply, the floors throughout your school can be treated with Seal-O-San for only a fraction of the cost of other finishes.

Let Seal-O-San show the way to real maintenance economies. It will eliminate scrubbing costs, and will give you finer-looking and cleaner floors than you have ever had before. Write today.

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THE PERFECT FINISH FOR SCHOOL FLOORS

The HUNTINGTON LABORATORIES Inc.
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TORONTO, ONT. 72-78 DUNDAS ST. 2125 Market St. DENVER, COLO.

WE MANUFACTURE A COMPLETE LINE OF LIQUID TOILET SOAPS, FLOOR SOAPS, WAXES, PLUMBING CLEANSERS, DEODORANTS, INSECTICIDES, AND DISINFECTANTS.

THE BOARD OF EDUCATION

(Concluded from Page 14)

board either approves these nominations, or for good cause asks that others be nominated.

10. The board authorizes its superintendent to place, supervise, and transfer all employees and to recommend their dismissal when necessary.

11. The board supports the superintendent loyally in the performance of his duties as long as it can conscientiously do so.

12. The board requires from its superintendents reports or other data concerning business matters, educational achievements, and the efficiency of employees so that it may judge intelligently the final product.

13. The board expects its executive officer to advise and consult it upon all major matters affecting the schools, even though these matters may be purely legislative.

I have an uncle on the board of education in an Ohio town which shall remain unnamed in this paper. His board is selecting a superintendent, and Uncle John has written me for advice. Here is my advice:

Dear Uncle John:

I hasten to reply to your request for advice in filling the superintendency now vacant in your city. The welfare of your schools during the next few years depends largely upon the care with which you select your superintendent. I feel safe in saying that it is the most important responsibility which you will be called upon to share with the other members of the board. No matter how carefully you select the man, however, unless you understand and set up the right working relationship you will not get the best results. Briefly, I would make the following suggestion.

Employ a superintendent whom you feel to be honest and sincere personally and honest and sincere toward public-school work. At the same time get one who is well trained through experience and training—a master's degree with special training in school administration should be the minimum. Get a man who has common sense and tact, without the loss of courage. Say to this superintendent, "We have employed you to run the schools. You are trained to ad-

minister our schools, we are not. We have other private interests. We will legislate in all ways that seem wise to the board and largely upon data which you supply. We will uphold you by providing reasonable operating funds within legal limits and by defending you and your administration to the public. If in our judgment you make us a good executive, we will retain you as long as it is in our power to do so. If you are not a success, we will kick you out and try someone else."

Hoping that this is not lost in the mass of correspondence from candidates and that it may be of some use to you.

Affectionately yours, E. J. A.

THE ADVISEMENT OF YOUTH

(Concluded from Page 31)

is of less consequence than the attitude which this person has toward his employment. In an age of great mechanization such as ours, it is preëminently necessary to advise youth in such a way as to enable him to adapt himself to the changing circumstances of life, to fit in the scheme of things so that the movement of dynamic factors will not leave him confused. Since our civilization is now so exceedingly dynamic, it is imperative that youth have a background of knowledge and an accumulation of values which will enable him not only to grapple with the forces of the times, but to adjust himself to new situations and actually enhance the general achievement of coöperative living.

It is well to ask what effect economic trends have upon the adviser. While one may speak of the adviser in the sense of a person, yet closer analysis will reveal that in a fundamental sense an individual as such cannot under present conditions render adequate advice. In the first place, the giving of advice assumes that the person receiving the advice is capable of giving intellectual assent or dissent to the advice rendered. The fact is, however, that the ordinary individual being advised is perhaps

more influenced by the large emotional content of his life and his personality, than by his rationality. This becomes obviously apparent when it is seen how necessary it is to obtain from youth right attitudes.

An attitude, for the most part, is an emotional response. Individuals ordinarily are incapable of educating people's emotional responses. It is apparent, therefore, that something more far-reaching than individual advice must be brought to bear on the subject of advisement. The conclusion, therefore, is that present-day guidance and future guidance must depend more and more upon institutional functioning. In other words, the church is a guidance institution. The social organizations of the churches are institutions which in their whole functioning in reality affect real advisement of youth. They emphasize those things which are apparent to the leaders of these institutions as being things desirable. They ostensibly shun the influences which are a detriment to youth. They reflect a philosophy of society which an individual himself is unable to do. Furthermore, institutional guidance is the result of the combined intelligence and experience of many people.

Our socio-economic society is extraordinarily complex and one individual is unable to analyze all the forces and to make the proper evaluations which would justify giving to youth an adequate direction to his life's activity. Those individuals who have the ability to perform guidance functions must work through some social institution. They must work with others in such an institution to bring about an appreciation of realities which must be faced, and also to educate the emotional responses of people so that the proper adjustments may be made in a social order which is characterized by manifold vicissitudes.

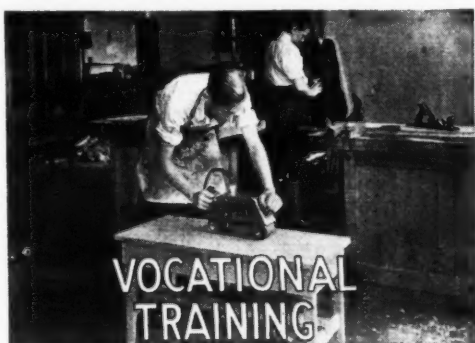
What? Never heard of it!

A School getting something for nothing?

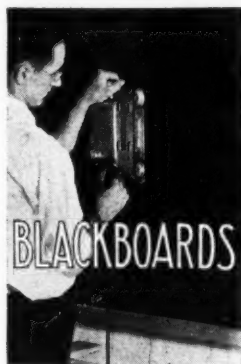
Well, read this—"... and our janitor finished 400 desk tops last summer with this little TAKE-ABOUT Sander, and he had never used a machine like it before. A conservative estimate of the saving made would be approximately 50 cents per desk, or more than twice the cost of a TAKE-ABOUT".

TAKE-ABOUT Sander

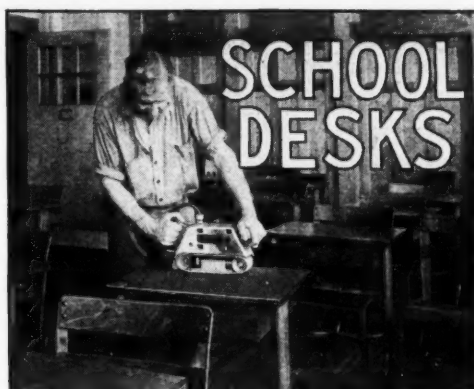
Serves double duty. Quickens the interest in shop projects. Students get an excellent finish even without previous experience. Train them with this practical tool, maintenance savings will pay for it.



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TAKE-ABOUT Sander's light weight and perfect balance restores your blackboards to original smooth black surface. Removes soapy appearance and chalk breaking pits in a jiffy, quickly and easily.



Refinish your desks, tables, cabinets, etc. with your own help. No experience necessary to put your furniture and equipment into first class condition — and at a fraction of the ordinary cost. Inquire now.



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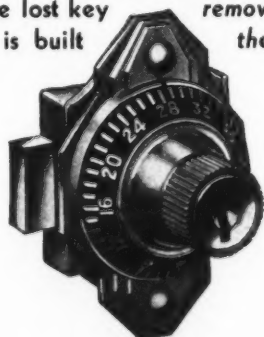
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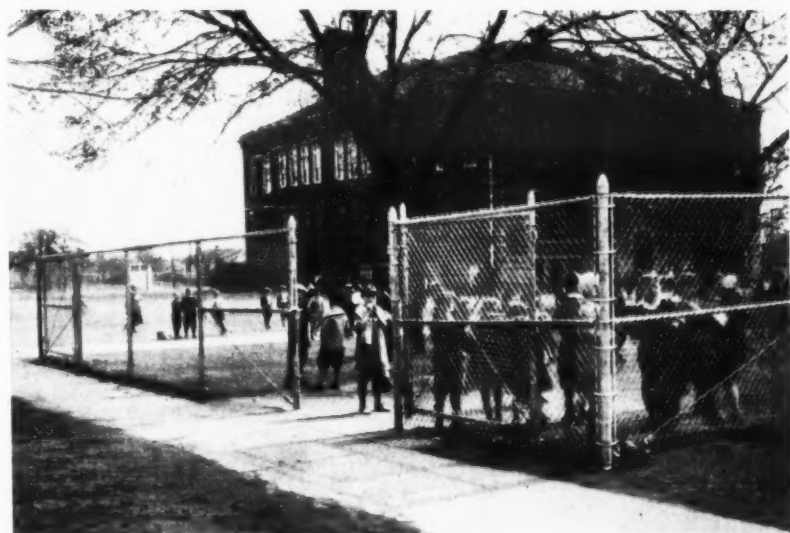
and operated like the famous YALE Bank Lock—large dial and numbers easy to read.

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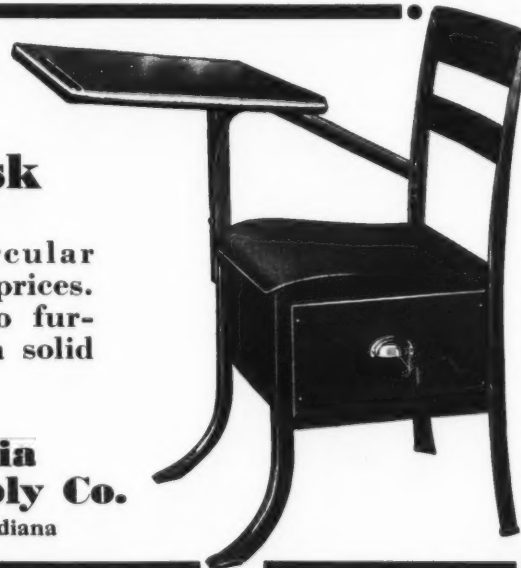
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Send for circular
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This desk also fur-
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Send for these two
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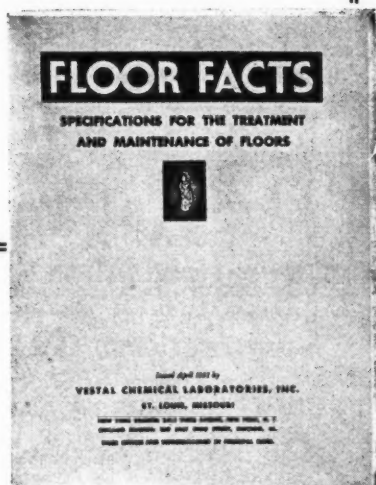
Better looking, longer-lasting floor finishes for less money—that's what the Vestal Method assures you.

These two valuable booklets will show you why and tell you the experience of users. Write for them today.

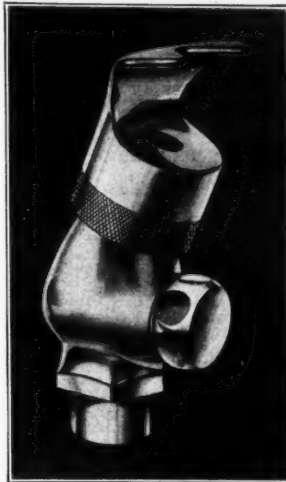


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Automatic Stream Control incorporated in Bubblerhead. Easily accessible.

Water from lips of drinker cannot fall back on orifice of Bubbler.

Positive non-squirt feature. Impossible to squirt water from Bubbler head.

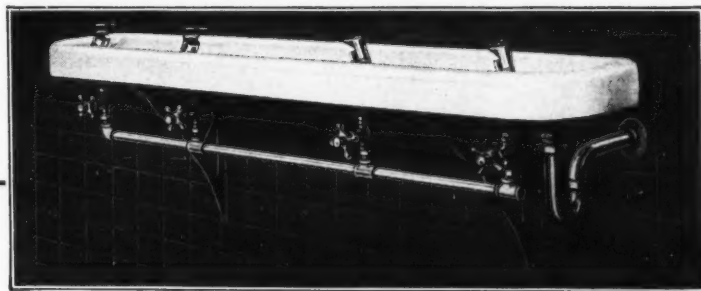
More than fully complies with all rules and regulations of American Public Health Association.

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CENTURY BRASS WORKS, INC.

Belleville, Illinois



REDUCING WATER COSTS IN SCHOOLS

(Concluded from Page 22)

night and over week-ends. However, even after all visible leaks had been corrected and adjustments made, a meter check of water consumption indicated continued excessive use. A more careful scrutiny finally revealed a number of serious leaks in toilet stools which were of an older type with concealed valves in the base. Sand in the water had thrown these valves out of order, and they were permitting a great waste of water. To realize the seriousness of these leaks one has only to compare the quarterly water bills of \$153.38, \$171.13, \$216.00, and \$136.83 for the year previous to this water check-up with the bills for the four quarters following the check-up: \$31.43, \$32.83, \$20.63, and \$16.63.

To keep the school custodians alert to the need for checking the water usage, they are notified of the costs when new bills are presented each quarter, and comparisons are made with former years. Graphs are also drawn to show these comparisons more objectively. Chart I is given as an illustration.

A HIGH SCHOOL WHICH TURNS FAILURE INTO SUCCESS

(Concluded from Page 23)

because of circumstances over which they had no control.

The depression has caused us to increase the number in the classes in that school, just as it has in the regular high schools, so that we are not salvaging as many as we did the first term. The poorest term, 52 per cent earned three credits or more; the best term, 78 per cent.

Of the present faculty, the principal and one English teacher have been in the school since its organization. The rest have been there one year or more, with one exception. Not all teachers can succeed in the school. No teacher is kept in the school for more than one term who does not show a liking and aptitude for the work.

No longer is it considered a disgrace to attend the school. In fact, we have a number each term who go there of their own accord because they get more individual attention than they would in the large high schools. One boy went back to his high school and was elected editor of the school paper; another boy went back to his high school and was elected president of the student body; others have gone back and obtained recognition in other activities and in classwork. A few have remained in the school until their high-school work was completed and then were given a diploma from their original high school. Just this week the writer met a girl who had been in the school for two weeks. She said: "I like this school so much; the teachers are so kind and take such an interest in you." The writer happens to know that this particular girl's home life is far from pleasant.

Students Who Succeed

Each term we have tried to make some improvements. This term a nurse from the city health department is to work in the school.

As was to be expected in the organization of such a school, we have made some mistakes. Probably the most serious was the name "Probationary School." "A rose by any other name would smell as sweet." The common use of the term "probationary" was enough to condemn the school in the opinion of many people regardless of the kind of work done in the school. It is in no sense a "probationary" school in the commonly accepted use of that term.

We do not claim to succeed in the readjustment of all who go to the school. In many cases, the conditions over which we have no control are too great an obstacle for us to surmount.

Up to the close of school last June, there were 78 who had been so helped in the school that they had been graduated from high school.

Many others are on the way. The change brought about in the lives of some would almost convince one that the days of miracles are not yet past. A careful diagnosis of the difficulties, remedial instruction, personal attention, and human sympathy are the means employed to bring about these changes. The work is extremely interesting and very much worth while.

WOMEN AS MEMBERS OF BOARDS OF EDUCATION

(Concluded from Page 26)

members on the board of education. The belief that they could and would serve more efficiently than men is not advanced as frequently now as it was when women first claimed the right to membership. This change in opinion has been due in large part to the clarification and redefinition of the duties of a member of a board of education. Superintendents consider "open-mindedness, a good education, an interest in good schools, success in business and willingness to coöperate with the superintendent,"²⁰ the traits and qualifications most likely to indicate a desirable board member. The man or woman who has attained these things in their optimum proportions is best prepared to assume the responsibilities of school-board membership.

²⁰Hoel, C. H., "Traits and Qualifications of School Board Members in Ohio," AMERICAN SCHOOL BOARD JOURNAL, Vol. LXXV, No. 6, December, 1927, p. 144.

A NEW DEAL FOR EYES

(Concluded from Page 34)

many educational opportunities are lost. If a teacher understands classroom mechanics, not only is she in a position to take advantage of her knowledge for the benefit of her pupils' physical welfare, but she will also find the right time and the right way to make her health teaching most effective. Both the methods and theory of eye protection are simple. Information is easily attainable. The results are worth while to the whole child and to successful education.

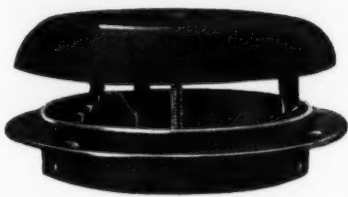
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Fits Standard two-thread glass—OUTWEARS the ordinary
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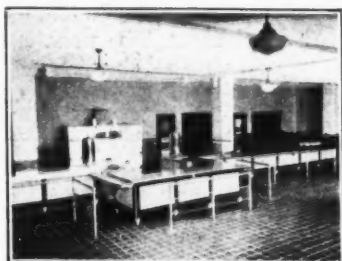
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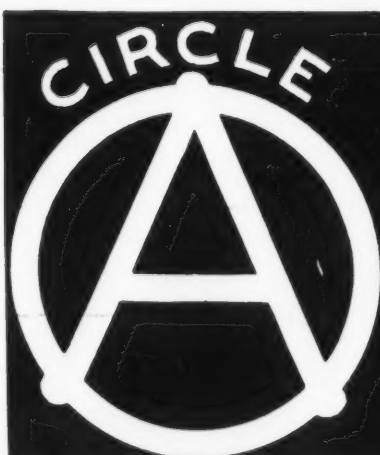


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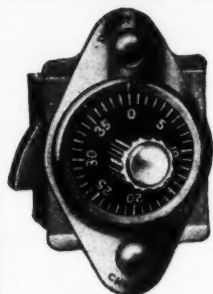
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A text by two experienced high-school teachers who have a
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When door is closed,
lock is locked, with
the Dudley Autodial.



Stainless steel case — automatic
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Padlock.

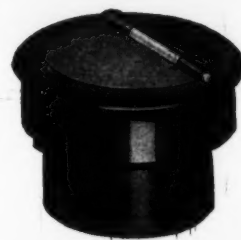
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Rests flush with desk top



No. 48
Has flange. Sizes to fit present
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This or

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If you want to save money on inkwells, just try out a sample of this practically indestructible type. You will be amazed at its

ability to stand up under abuse and the corroding effect of ink. Send for your free sample and one-room trial offer.

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National Desks are designed and constructed with the health of the child in mind. The durability of the desks and seats, and the adaptability of the desks to proper room layout and seating arrangements are also carefully and scientifically considered and included. Write us for complete seating catalogue.

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A NEW DEAL IN COMMENCEMENT PROGRAMS

(Concluded from Page 16)

erosion, reforestation, increased cultivation, and mass production on farms.

Under the heading, "Electric Power in Tennessee Valley Industry," the third "official," as "David E. Lilienthal," elaborated on the building of dams and harnessing of water power in the Tennessee River and on the revival of small industries which the T.V.A. project will make possible.

The fourth speaker, bearing the pseudonym, "E. S. Draper," pointed out some of the advantages in labor, education, and medical facilities which the T.V.A. would make possible, in his address, "Great Social Experiment in Tennessee Valley."

All four of the speeches were delivered in the form of business discussions rather than formal orations. Such added attractions as selections by the glee club, orchestra, and individual artists were also included in the exercises and were intro-

duced in such a way as to fit in smoothly with the rest of the program.

Carrying the general plan of presentation into all details, the commencement programs were written with the Tennessee Valley Authority idea in mind. For instance, the faculty adviser of the class was listed as "chief engineer"; while the superintendent of the Knoxville schools bore the title, "director of education."

The student speakers were aided in the preparation of their discussions by maps, drawings, and other materials given them by the T.V.A. headquarters. In appreciation of this, a special section of the auditorium was reserved for T.V.A. members.

The fact that all of the seats and standing room were taken indicates that this type of program is decidedly popular with the general public, and it is quite probable that it will continue to be employed in future commencement exercises at Knoxville High School. Some of the subjects used at recent graduation programs are "Know Knoxville," "The Battle Frontiers of Peace," "Two Centuries

of American Progress," "Cotton, the South's Greatest Industry," and "Our Changing World."

COLLEGE OFFERS SYMPOSIUM ON TAXATION

The increased attention which taxation as related to education is commanding has been recognized by Colorado Teachers' College at Greeley.

During the coming summer session, a series of eighteen lectures or class hours for taxation as related to education will be given, under the direction of Dr. O. M. Dickerson, head of the department of political science. The general property tax, the corporation tax, taxing units, assessments, and equalization of tax levies will be especially discussed for school authorities and school-board members. It is expected that tax experts from the state governments will participate.

♦ Springfield, Mass. The school board has been compelled to make a number of economies in its 1934 budget, due to an increase of more than \$57,000 in the cost of operating the grade and junior high schools. It was voted to eliminate the proposal calling for the appointment of an assistant superintendent of schools. The clerical help in the administrative offices will be reduced this year as a help in saving \$8,132 in administrative costs.

After the Meeting

THE HICK SUPERINTENDENT AT CLEVELAND

Dear Editor:

At last we have gotten turned around after a week out of the district attending the Cleveland meeting, and before anything else interrupts, we want to drop you a line or two to tell you all about the convention in case you did not get to go.

It was a great meeting and a friendly one, a meeting where delegates made special efforts to assist in making the program a success. Some four or five hundred members had been assigned ahead of time to various sections where up-to-the-minute discussions were to take place on burning topics. In many instances attending these conferences meant considerable personal inconvenience, but we noticed that each member made it his business to be at his designated station each afternoon at the appointed hour. Then, after these sections adjourned, chairmen and secretaries took off their coats, rolled up their sleeves and dug right in, fixing up reports in order that the findings might reach the public at the earliest possible moment. Frank Ballou, superintendent of schools of Washington, D. C., for example, told us that the section over which he was general chairman had its final summary typed and copied and ready for the press four hours after the close of the discussions. It was not only a friendly meeting, but it was a working meeting. Everyone worked.

But that is not what we had in mind when we started to write. Rather, it was about that hotel where we stopped. It was one of the biggest hotels we ever saw, ten times as big as the New Radson up at the Junction. It was so big that they have a whole railroad station in its basement, much as city people have garages in their basements. We just stepped out of the train, shot up in an elevator, and there we were ready to take a bath with hot and cold and ice water in every room.

The hotel folks were fine and seemed anxious to do anything one asked of them, even would take your laundry at 9 o'clock in the morning and bring it back ready to wear at 3:30. Why, at that rate a person could hardly soil things fast enough to keep the washing machine busy. And if you wanted a radio in your room, all you had to do was to ask for it — no charge.

Meeting the Schoolmen

On the train we picked up acquaintance with a superintendent from New Hampshire named Wes Douglas who did not have a room assignment, so we invited him to share ours with us because we have always found that those men from up there in Northern New England have some pretty good ideas. Wes knew Phil Harmon the supply man we met one year in Chicago and altogether we found we had quite a lot in common. When Wes saw that we had a radio, he told us that in Detroit he had a radio in his room that you had to put a quarter in before it would talk and that it seemed too bad for us to have one now that would go for nothing and not make a dollar on it. So we looked the thing over pretty carefully and discovered an opening in the lattice work in the back, large enough to hold a dime. That was all we needed, for the instrument was hooked up by a floor plug on the other side of the room. After that when a book agent, or a city superintendent came in to call on us, in the midst of a good program, when no one was looking, we would pull out the floor plug. Then Wes would intimate it was one of those dime-in-the-slot machines and that we were sick of feeding it dimes. Our visitors would look the thing over carefully, sort of smell a mouse, try every way possible to start the thing going, and then, under protest, would drop in a dime, whereupon we would jam in the plug and the darn thing would begin again. As soon as their backs were turned, we tipped the machine upside down, shook out the dime and had it already for the next visitor. We two hicks took in those smart city fellows for \$1.10 on our best day, and they never did discover why a dime made the thing start.

It seemed to us the biggest single event of the week was that banquet held Monday evening over in the auditorium, when more than 2,150 people sat down at one time and enjoyed a delightful menu, with less confusion and less delay than is often experienced with a party of two dozen. Where all that food came from in that great hall without a kitchen, and who was responsible for the details of the serving, we do not know, but this we do know, it was a pretty job. Not a person was missed and not a person received a double helping, it was that carefully planned.

The Program Offerings

And the program for the banquet was splendid, just enough comedy to make it a banquet and just enough speech-making to make the evening one of the high spots of the week in spite of the fact that Gov. Paul V. McNutt, of Indiana, who was scheduled to be on the program did not arrive until after everyone had

gone home. The governor's train was late and as he had to return to Indianapolis at midnight, he never did have an opportunity to deliver his address after traveling all that distance.

Here's a funny one. Coming back to the hotel following the banquet, a taxi backing away from a curb, struck us and pushed us over, and then not satisfied with that, the driver kept right on backing until we were almost entirely under his machine. By that time people on the sidewalk yelled and the driver stopped to see what was causing the confusion. Fortunately for us, we were able to keep from under the wheels and, except for more or less muddy snow on our clothes, we were none the worse for the accident. We did, however, tell the driver if he ever did that again we would have to make a slight charge for checking his oil while under the car.

The annual banquet of the commercial exhibitors again proved one of the pleasant programs of the convention. This year Walter Damaroch, the great musical director, was selected as having made the greatest individual contribution to the cause of public education and was presented with the annual award. Dr. Damaroch's reply was charming in its simplicity and inspiring in its honesty and was sent out over the air in a coast-to-coast radio hook-up. Douglas Malloch, the poet, was also on the program and read some of his own poems. He gave a talk on the depression such as only a Scotsman can give. Among other things he claimed it was hard on the rich man when the poor man is out of work.

Space does not permit that we should try to review any of the papers read during the week. Summaries of them appear elsewhere, and besides, to tell the truth, with one or two exceptions, we do not think many of them reached the oratorical level of those delivered at Minneapolis. There was, however, a seriousness at this meeting that we have noticed nowhere else. Speaker after speaker seemed to be trying to solve a difficult social problem, rather than trying to deliver a great address. We got the feeling that the meeting was an educational conference, called for a special purpose, rather than an educational exhibition to show what the other fellow is doing in schoolwork.

The Commercial Exhibit

The commercial end of education was well represented in one of the finest displays of school equipment, textbooks, supplies, and building devices seen in a long while. An enthusiastic crowd percolated in and out of the hall constantly during the entire week and the general attitude seemed to be one of optimism. Superintendents who a year ago carried gloomy countenances, this year were actually placing orders for all sorts of things. One exhibitor, a publisher, put it this way. "Compared with the Minneapolis meeting," he said, "the attitude this week was as day is to night."

Well, that is about all, except to add that Superintendent Paul Stetson may well feel proud of his convention. He stepped into the harness during the dark days of the depression, accepted a tough assignment, gave it an original twist, and presented a program that met the needs of the hour as few programs have. And in the new president, Superintendent E. E. Oberholtzer, of Houston, Texas, the Department of Superintendence has selected a man who will ably carry on the traditions of the association.

Oh, yes! Did we tell you this C.W.A. business has enabled us to modernize all of our one-teacher schools back here in Green River with jacketed stoves, correct lighting, hardwood floors, and a thorough painting? Well, it did.

Yours for happy rural schools,

DAVE.

Always Logical

Robber: "Halt! If you move, you're dead."
Professor: "My man, you should be more careful of your English. If I should move it would be a positive sign that I am alive."

Treatment Welcomed

Little Willie came in from the garden and dropped disconsolately on a chair.

"What's wrong, my dear?" asked his mother.
"I don't want to go to school this afternoon, mum," he replied. "I feel sick."

"Then I'll have to get a doctor," said his mother.
Willie sat up, an eager light coming into his eyes.
"Yes, mum," he cried. "Dr. Williams — he always recommends the outdoor treatment."



Hot Stuff!

"Do all the women of your intellectual advancement organization make speeches?"
"Oh, no, the more useful ones make tea and sandwiches."

Buyers' News

TRADE PRODUCTS

New Bausch-Lomb Micro-Manipulator. The Bausch & Lomb Optical Company, Rochester, N. Y., has announced the new Fitz Micro-Manipulator, which has for its purpose the manipulation of small objects, or cells, in the field of the microscope during observation. The Manipulator is a universal instrument which is certain, efficient, and adapted to micro-operation in its widest range. It is equipped to carry all of the tools and accessories necessary to micro-manipulation and micro-injection. It may be operated from over the cover glass in work of comparatively low power, or from under the cover glass when used with high powers and oil-immersion objectives. The range of motion permits the point to be moved 6 mm. in all three dimensions, or 3 mm. each way from the midpoint.

The Manipulator includes a list of accessories, comprising an aspirator, a pincette, a point-setting gauge, and a point-renewal gauge.

Complete information is available to any schoolman.

NEW PUBLICATIONS

Issue Ditto Workbooks. Ditto, Inc., Chicago, Ill., have issued a booklet, describing and illustrating the Ditto workbooks for public-school classes. The series comprises twenty books, supplemented by a complete service of maps, music scores, graph charts, and child-accounting forms.

Underwood Monthly Typing Tests Resumed. The Underwood Elliott Fisher Company, 342 Madison Ave., New York City, has announced that it will shortly resume the publication of its monthly typing tests, which were discontinued due to the economic situation. The tests will be prepared by Mr. J. N. Kimball, who is well known in the field of commercial education and will be available to all teachers of typing who request them.

New Austral Catalog of Windows and Wardrobes. The Austral Sales Corporation, 101 Park Ave., New York City, has issued its new Catalog No. 30, containing 125 pages devoted to general descriptions, technical specifications, illustrations, and detail construction drawings of the complete Austral line of products, including wood windows, weatherstrips, screens, Austral sash, multi-unit school wardrobes, folding partitions, and other small Austral specialties.

The booklet enumerates the advantages of the various Austral products and includes a most impressive series of illustrations of elementary and secondary school buildings, college buildings, and private schools, equipped with one or more of the Austral building equipment.

A copy of the catalog will be sent to any school official, or architect, who requests it.

TEACHERS' SALARIES

♦ Madison, Wis. The school board has voted to equalize salary cuts of a number of school employees, at an additional cost of \$771 in its salary schedule. The action was taken following a statement showing a \$34,000 surplus remaining in the treasury.

♦ San Benito, Tex. The school board has voted for a full nine months' school term. Payment for the additional two months will be made with local maintenance warrants, unless sufficient taxes are collected in advance.

♦ Houston, Tex. Increases and adjustments in teachers' salaries aggregating more than \$50,000 have been approved by the board of education. The salary increases consist largely of restoration of former cuts, or the placing of part-time and substitute teachers on full time.

♦ Marlboro, Mass. The city and school officials have voted to restore half-pay deductions to teachers and school employees. During the past two years the school employees had donated 10 per cent of their salaries to assist the city government in meeting a greatly reduced budget.

♦ Springfield, Mass. The school board has voted to ask the school staff to contribute 10 per cent of their pay until November 30, and 5 per cent from that date until the 1935 budget is adopted.

♦ Springfield, Ill. Attorney General Kerner, of Illinois, has ruled that a wage assignment by a teacher may be ignored by the directors of a school district. Mr. Kerner held that teachers' wages should be treated as public officials who are forbidden by law to assign their wages.

♦ Mt. Vernon, Ohio. The school board had adopted a new system of paying teachers. Annual salaries will remain as before, but they will be paid in twelve monthly installments, instead of ten as at present.

♦ Pittsfield, Mass. The school board has voted to eliminate 34 teachers, in order to effect a saving of several thousand dollars in the salary schedule. The action was taken as a result of the curtailment of the budget by the mayor.

These Floor Treatments were made

"To take it on the chin!"

Tri-C Floor Treatments have been developed to stand a world of traffic punishment . . . to meet the requirements of schools and other public institutions in maintaining large floor areas economically and efficiently. *They are not adaptations of household products*, but heavy duty treatments that were made "to take it on the chin!" We make two types: Self-polishing and the kind that has to be polished. Our trained floor engineers can recommend *impartially* the treatment that will give the best results on your floors. Write—Continental Car-Na-Var Corp., 1841 National Ave., Brazil, Ind.—World's largest manufacturers specializing exclusively in floor treatments for large floor areas.

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The original varnish-gum and wax floor treatment combining the durability of varnish with the pliability of wax. Gives a beautiful, lustrous finish when polished. Out-wears wax 3 to 1. Non-slippery. Recommended where polishing equipment is available for best results in appearance and durability.



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But when Wyandotte Cherokee Cleaner is used for machine dishwashing, dishes are not only clean in appearance, they are also sanitarily clean, . . . free from all foreign material.

Wyandotte is definitely gauranteed to give you cleaner dishes at lower costs than you have ever before experienced.

The world's largest manufacturers of specialized cleaning materials produce Wyandotte. A highly trained force of service men is available to consult with you on all your cleaning problems. Conveniently located jobbers' and storage stocks insure prompt delivery.



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More Speed — more power — and now more weight on the brush! Thus *Finnell* adds one more advantage to the numerous superior features of its "100 Series." Four brush ring diameters—11, 13, 15, and 18 inches—each powered and **WEIGHTED** by a sturdy General Electric Motor — typical of *Finnell* quality in all parts.

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A remarkable feature of these latest *Finnells* is the automatic switch control on the handle. When the operator takes his hand off the handle, the machine stops. This is an important advantage on a motor weighted machine, assuring utmost safety. The machine cannot "run away."

For full details of this new addition — or for information on the full *Finnell* line of scrubber-polishers, address **FINNELL SYSTEM, INC.**, 804 East Street, Elkhart, Indiana. Canadian Distributor: **Dustbane Products, Ltd.**, 207 Sparks Street, Ottawa, Ontario.



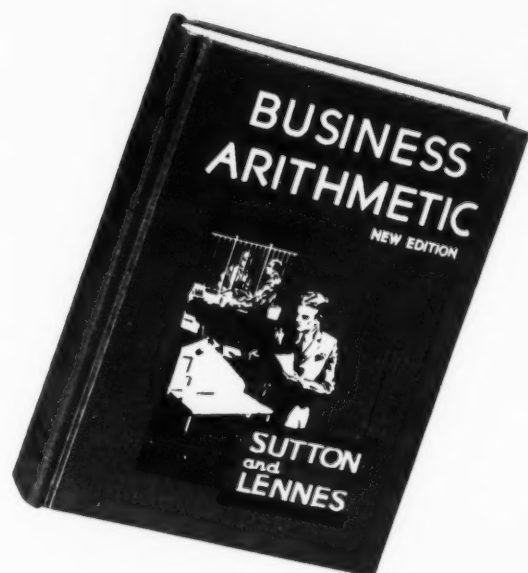
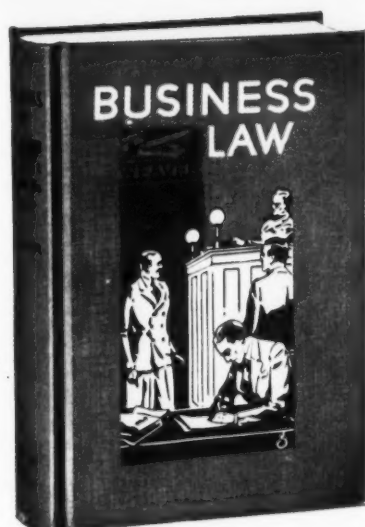
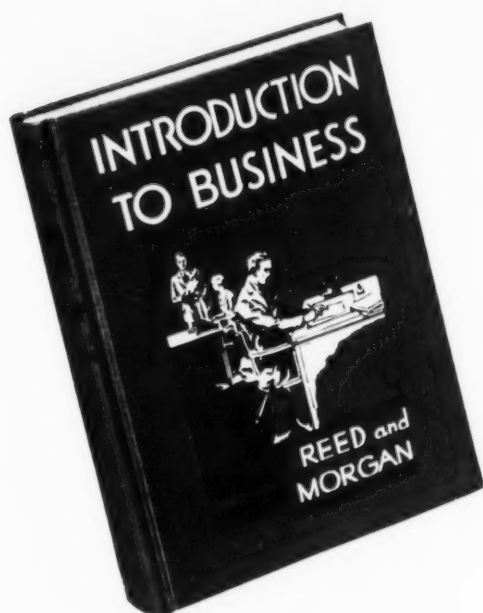
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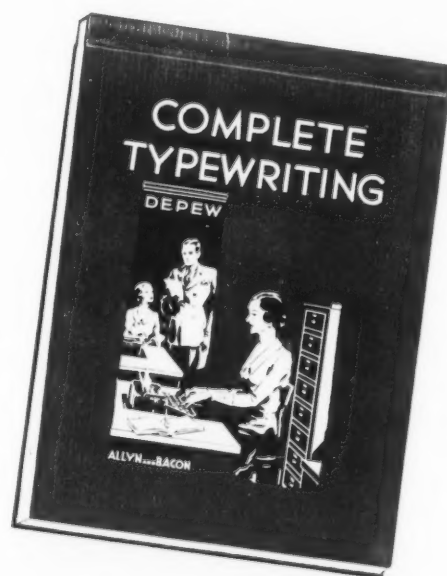
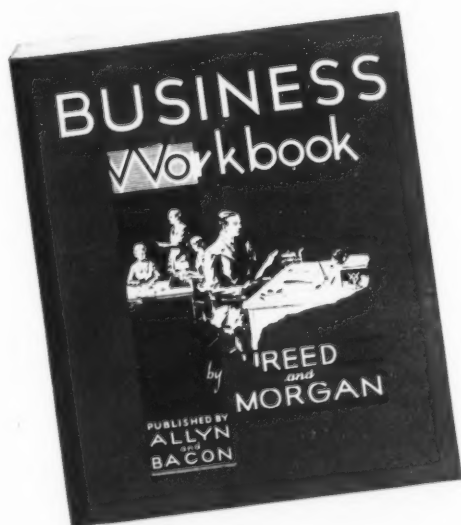
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